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Manual

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Physical Training

for the

Primary and Grammar Grades

of the

Milwaukee Public Schools

MILTON C. POTTER,
Superintendent of Schools

Arranged by GEORGE WITTICH,
Supervisor of Physical Education

1914

Milwaukee, Wisconsin

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INTRODUCTION

This Hand Book is intended for the public graded schools of Milwaukee. The instructions are imparted directly to the teachers and pupils by trained specialists; it is, therefore, unnecessary to discuss in detail in this book the method of teaching the exercises as well as all other points pertaining to the disposition and handling of classes within and out of doors.

The exercises of this outline are designed for the purpose of bringing about the following results in the physical make-up of the school children of the grades:

1. The increase of the circulation and general distribution of the blood by means of vigorous rhythmical action of the larger muscle groups, and a thorough aeration of the blood through deep and somewhat forced respiration.

2. The improvement of chest capacity, of posture and the maintenance thereof.

   The former is achieved through stretching, certain trunk and neck exercises and forced respiration, and the latter through so-called corrective exercises in standing, sitting, kneeling and balancing.

3. The development of exactness of motion, quickness of response, and a moderate degree of strength through progressively arranged forms of exercises and combinations, as well as properly applied commands and time-measure.

Short discussions of the effects of these exercises on posture, development of chest, aeration of the blood, of the ill effects of habitual faulty sitting, one-sided carrying of objects, such as little children, and bags of newspapers, and of the importance of changing such burdens often, during the

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time set aside for physiology are of greater practical value to the pupils than the dry text-book physiology so often taught in our schools.

PLACES FOR EXERCISING AND THE PLAYING OF GAMES:

The schoolyard is theoretically the proper place for formal physical exercises, athletics and games, if the surface of the same is prepared so as to prevent the development of dust. But, since strong winds are prevalent in our locality in the Fall of the year and inclement weather frequent in the Spring of the year, we must of necessity often resort to the school hall and the classroom as places for exercising.

EXERCISING IN THE CLASSROOM:

If permanent exercising in the classroom becomes necessary, the following rules should be observed:

The first and second grades should have their physical exercises at one time during the morning session, and the third, fourth, fifth, and sixth grades at another; the seventh and eighth grades should exercise when the lower grades have their recess in the afternoon.

This arrangement will permit a closing of the ventilating shafts, of those rooms where physical exercises are going on, and will make possible a thorough aeration of these classrooms by means of the opening of the windows. This plan is suggested because the opening of the windows of one or more classrooms without closing the ventilation shafts, disturbs the circulation of the air of the whole building when the fan is in operation.

The windows must however be opened before the beginning of the exercises; opening them shortly before the execution of the breathing exercise is worthless. The best plan is to appoint monitors for this purpose.

The games described at the end of this Hand Book should be played during recess outside of the school building; a few games of a higher organization, such as Captain Ball and modified Basket Ball, may be played by the higher grades

during the winter months in the assembly halls. The assembly halls should, for this purpose, be kept clean and well ventilated.

Many of our teachers consider the going out with the children into the yard during recess an extra tax on their nerves. They have never made a greater mistake. Moving about in the fresh air will benefit the teachers as well as the children. Our teachers sit too much and too long in the classrooms. Besides this, teachers who do not associate with the children in their plays and games fail to learn to understand the true character of their pupils, which is exhibited in physical play more than at any other time.

THE UNITS OF THE DAY'S ORDER:

The First Unit—

The Day's Order of Physical Exercises prescribed in this outline begins with half-automatical rhythmical exercises of the larger groups of muscles for the purpose of stimulating circulation and respiration. Such forms of exercises are absolutely necessary as first unit of each lesson because of the accumulation of venous blood in certain parts of the child's body during the long physical inactivity caused by sitting.

The half-automatic character of these exercises furthermore relieves and diverts the mind of the child from mental strain.

The most important of these exercises are: Running, skipping, hopping, quick bending and straightening of the knees, quick alternate raising of the knees, and raising of one knee combined with bending of trunk forward in alternation with straightening of the leg backward and the trunk upward.

Whenever possible, running out of doors for two to three minutes should be substituted in place of the first prescribed unit of the daily classroom lessons, because no single exercise can supplant running out of doors as an introductory and invigorating exercise.

Low temperature is no cause for omitting the running out of doors. As long as the pupils are running vigorously with lips closed, they will never take cold.

The pupils must furthermore be taught to run on the balls of the feet, move the bent arms freely, and breathe through the nostrils while running.

Running, skipping and hopping within doors should be omitted in schools that are not equipped with *vacuum cleaners;* and also in those whose construction was not intended for such a strain and where other classes will be disturbed. In such places the prescribed exercises of the first unit must be substituted; their effect is similar to that of running.

The Second Unit—

Facing, stepping and marching of the second unit when taken in the classroom and hall, must be executed with military precision, but lightly; the chest must be active and arched and the head held erect. Watching the feet must not be tolerated. If executed in this manner, these exercises are an excellent means for establishing an elastic walking step and improving the carriage of the body. Besides this, these exercises serve to some degree the restoration of normal circulation and respiration.

The forward and backward stepping and marching usually begin with the left foot; it is, however, advisable, to have the pupils begin frequently with the right foot, in order to avoid one-sidedness.

The marching, and the rocking step with singing, also the rocking step with trunk and arm exercises of the second unit of some of the lessons designed for the first, second, third, and fourth grades are added for the purpose of developing to some degree graceful movement and the sense of rhythm.

The marching exercises of the higher grades must not be taken in the form of a drill, but by direction, for the purpose of developing quickness of thinking and reaction.

The Third Unit:

Deep breathing is taken for the purpose of strengthening the muscles of respiration, arching the chest and purifying quickly the venous blood. The inflation of the lungs must be complete and forced as must also be the exhalation. Inhalation and exhalation need not always occupy the same length of time. Short and forced respiration effects the lung-tissue and the muscles of respiration more than does slow respiration.

In the lower grades the teachers may count from 1 to 8 for each respiration; in the higher grades from 1 to 12 for each slow respiration.

Having the pupils place hands on chest *occasionally* to ascertain the effect of the breathing exercise on the chest, will always prove an incentive to better efforts.

Fourth Unit:—

Balance Exercises are either postures or very slow movements of the whole body, or parts thereof, executed on an unusually small base for the purpose of improving carriage and skill in the control of the body.

Most of the balance exercises of this Hand Book designated for the higher grades are combined with neck exercises.

After the body has been thoroughly prepared and warmed up through the accelerating and corrective exercises of the first four units, those exercises that are designed for the development of general skill and strength are then in order.

Fundamental Types of Exercises of the various parts of the body and the rules governing their execution:

1. Neck Exercises:

A firmly fixed condition of the shoulders and trunk is necessary in the exercises of this type in order to enable these parts to act as a basis for the action of the muscles of the neck. Since it requires a considerable degree of co-ordination to fix the shoulders for such exercises, and since the average pupil of the primary grades does not possess this degree of co-ordination, we must apply means that will aid in the fixation of the shoulders.

Taking neck exercises in sitting with *shoulderblades pressed firmly against the back of the seat* is one way of accomplishing this desired end in the primary grades.

Pressing with the hands against the near edge of the desk will fix the shoulderblades still more firmly against the back of the seat.

Neck Exercises must be executed slowly, mainly because jerky movements of the head may prove injurious; slow and powerful contraction of the muscles of the neck will effect the same as well as the points of attachment (the bones) in a strengthening and corrective manner.

2. Trunk Exercises:

Forward bending of the trunk implies a complete bending of the spine, due to a gradual relaxation of the muscles of the back, whereas the straightening is caused by a successive powerful contraction of these muscles, beginning with those of the cervical portion.

Forward lowering of the trunk necessitates an almost complete contraction of the muscles of the back from the beginning on.

Bending of trunk backward (hyper-extension) is caused by the contraction of the long muscles of the middle and upper back, which brings about a flexion of the dorsal and lower cervical parts of the spine; the lumbar portion of the spine should remain almost fixed. A high arching of the entire chest without protruding stomach is the best sign by which to recognize a correct backward bending of trunk.

Forward bending and lowering of the trunk, and bending backward of the same must be executed slowly.

In twisting and bending of trunk sideward as well as in lowering of trunk forward and bending of trunk backward the relative positions of head and trunk remain unchanged; a high and active chest must always be demanded.

Arm Exercises:

In the placing of *hands on shoulders* and bending of *arms to strike,* the arms are raised side-upward and the elbows are drawn forcibly slightly backward and downward, which has a decided influence on the development of the chest. In the *arms to strike* position the palms of the closed hands are turned forward.

Bending of *arms to thrust* is executed in the shortest way; the thrusting of arms in the various directions implies a half turn of the arms around their longitudinal axes.

In the sideward position of the arms the palms of the hands are turned downward, and in the backward, forward and upward positions they are turned inward, when other positions of the hands are not designated in the commands. The raising of arms sideward higher than the shoulders necessitates a half turn of the arms at the level of the shoulders.

Leg and Foot Exercises:

Raising of the knee implies a flexion of the hip and knee joints and a raising of the thigh to the horizontal position.

Raising of the foot backward, with or without grasping of ankle, implies only a flexion of the kneejoint and a raising of the designated foot backward and upward as far as possible.

Raising of the leg implies a flexion of the hip joint and an elevation of the fully extended leg.

Foot-placing means: Raising the fully extended leg in the designated direction, and touching the floor lightly with the tip of the foot.

A *Stride* is that phase of the step in which the feet are separated about 15-18 inches, with the body weight equally distributed on both feet and the center of gravity above the middle of the supporting base.

A *Lunge* is a stride with the moving knee bent and the center of gravity on vertical line with the heel of the stepping (lunging) foot. The bent knee should be on a vertical line with the tip of the foot, and both feet should be flat on the floor.

Squat-stand (knees bent deeply) is a posture in which the separated knees are bent to an acute angle with upper body erect and the chest arched and active.

In the *Toe-stand* (heels closed or separated), the heels are raised and the body is balancing on the *balls of the feet.*

The *Gallop-hop sideward* is derived from the *sideward marching.* The difference is that the former exercise is executed on the balls of the feet, but in such a manner, that the movement from place is a hop, ending in a momentary closing of the heels, which is immediately followed by the leading foot continuing the exercise. The latter exercise is a military marching step.

The *Rocking-step* (balance step) is developed from the sideward or the forward marching step with closing of heels, but it is executed lightly and gracefully on the balls of the feet. To the closing of the heels a quick raising and lowering of the latter is added, making the whole a sequence of three movements.

In all arm, leg and foot exercises the posture of the upper body, in particular that of head and chest, must not be disturbed; in all leg and foot exercises the angle of the feet must be the same as in fundamental position.

All those exercises that do not begin with the directions: "In sitting," "In kneeling," "In lying support," are executed in standing or in moving from place.

METHOD OF TEACHING PHYSICAL EXERCISES:

The principal features of the method of teaching physical exercises, in their proper order, are:

Demonstration.

Exercising by order or direction.

Exercising in rhythm.

No other means will create the desired picture of a new exercise in the minds of the pupils quicker than correctly executed practical demonstrations by the teacher or a reliable pupil. As soon as pupils have received the mind-picture of a new exercise they should be compelled to execute the exercise by order or direction. This form of execution will enable teachers to observe and pupils to become conscious of the correct pose or movement.

It is also advisable to resort to the latter form of execution whenever an exercise has not been practiced for a long time, in order to facilitate the recalling of the picture in the minds of the pupils.

Exercising by direction should furthermore be used frequently as a means in promoting quickness of reaction; this can be done in tactics (marching and facing), as well as in calisthenic exercises.

Exercising in rhythm is the only form of execution which will develop endurance and strength and accelerate respiration and circulation; it should therefore be applied as soon as the pupils can execute an exercise correctly by direction.

It is important, for the reasons given above, that the first four units of each lesson are taken in the prescribed order.

The arrangement of the units of each lesson of this outline and the difference in the time-measure of the various exercises, also the fact that exercises in standing, walking, sitting, kneeling and in lying-support occur in almost every lesson, help much in making the lessons interesting to the pupils. We must bear in mind, however, that the manner with which the teacher handles and presents the subject matter, as well as her commands and her whole bearing during, and her attitude toward these exercises, have a great influence on the attitude of the pupils toward this work.

Points to be considered in the judging and marking of the pupils in physical exercises:

1. Interest taken in the physical exercises.
2. Posture in sitting, standing, and walking.
3. Execution of exercises in general.

Appropriate Exercises of 2-3 minutes duration for the pupils of the Grades 1, 2, 3, and 4, after Lessons in Drawing, Painting, Modelling and Writing:

(a) 1. Running, or hopping on place on one or both feet.
2. Forward bending of trunk in kneeling on the seat.
3. Deep breathing with pupils facing open windows.

(b) 1. Alternate hopping on place with pendant foot raised forward or backward.
2. Vaulting over the seat.
3. Deep breathing.

(c) 1. Running or hopping forward, two rows of pupils moving around one row of desks.
2. Bending of trunk forward combined with touching the floor with the tips of the fingers in alternation with rising on toes and straightening arms upward.
3. Deep breathing.

(d) 1. Quick rising and resuming seats, several times in quick succession, with or without raising arms in various directions.

2. Hand pulling or pushing of the couples, with one or both hands.

3. Deep breathing.

For the pupils of the Grades 5, 6, 7, and 8:

(a) 1. Quick alternate raising of the knees.

2. Bending of trunk forward in kneeling in alternation with straightening of trunk with and without twisting, combined with appropriate arm movements.

3. Deep breathing, pupils facing open windows.

(b) 1. Squat stand with hands on desks in alternation with toestand and arms extended upward.

2. Vaulting over the seat with and without ¼ and ½ turns left or right.

3. Deep breathing.

4. Backward bending of trunk over back of seat.

(c) 1. Raising of one knee and bending of trunk forward in alternation with straightening of leg backward and trunk upward.

2. Deep breathing.

3. Backward bending of trunk over back of seat.

(d) 1. Quick rising from seats to squat, or toestand with various postures of the arms.

2. Bending of trunk forward combined with touching the floor with the tips of the fingers, in alternation with rising on toes and extending arms upward.

3. Deep breathing.

The *erect sitting posture* with chest arched forward, touching the edge of the desk, as well as the *bending of trunk backward* over the back of the seat, with arms bent to strike or arms raised sideward, palms turned upward, should be taken often between recitations, but each time only for a few moments.

The command for the former exercise is:

Sit - erect, or simply e - rect.

For obvious reasons, it is advisable to separate during the physical exercises in the classroom, the boys and girls upward of the fifth grade, and to arrange them in the aisles according to size; the smallest in front.

No child should be excused *permanently* from the prescribed daily exercises without presenting a physician's written statement to the effect that he or she is physically unable to partake of the prescribed exercises, unless the cause for exemption is obvious or perceptible. Excuses issued by physicians should be sent to the office of the Supervisor of Physical Education.

Free Exercises for Grades 1 and 2

For descriptions of principal exercises and other suggestions see "Introduction."

LESSON I.

Preparatory Exercise in Sitting: Sit—back; Sit—erect. This exercise should be taken before the beginning of every lesson.

1. Rising into correct standing position; in alternation with rocking or hopping on toes; to be continued at least one minute.

   Example: Attention! Rise. Hands in rear—grasp. On toes—rock. Sit. Rise. On toes—hop.

   Indicate the direction of the "Rising" and also the rhythm of the "Rocking" or "Hopping" by movements of the hand.

2. Facing, ¼ turns left or right.

   Example: Toward door—face. This way—face. Toward windows—face. This way—face.

   The correct standing posture must be demanded throughout these exercises. The turns should be repeated several times in every lesson; they can be executed on the heel or on the ball of one foot. Quick and energetic response should always be demanded.

3. Deep breathing, 10 times.

The breathing must be audible and forced. The exhalation may occasionally be taken similar to that which is used in blowing out a burning candle, or with whistling.

Remark: The windows must be opened before the beginning of the lesson and the pupils must face the open windows during the breathing exercise. Opening the windows shortly before the breathing is worthless.

Indicate the length of the inhalation and exhalation by movements of the hand or by counting from 1 to 8 for each respiration. Have pupils place the hands on the chest occasionally (not too often) to ascertain the effect of deep breathing on the chest.

Exercises of respiration must never be taken in sitting.

4. Toe-stand, at first several times as a posture and then 10 to 15 times in a rhythmical manner.

Example: Hands on hips—place. On toes—stand (or heels—raise). Lower. Begin 1, 2, 1, 2, 1, 2, etc.

5. Lowering of head forward in sitting, 10 times.
Example: Head forward—lower. Raise. Slowly—begin.

The shoulders should rest squarely against the back of the seat during the whole exercise; causing the pupils to place the hands on the near edge of the desk and to push gently, will help in fixing the shoulders against the back of the seat. In the raising of the head the chin should be drawn in and the whole cervical and the upper dorsal parts of the spine with the muscles attached thereto should be affected.

6. In standing, a. Bending of arms to thrust.

b. Raising of arms forward.

Examples: Arms to thrust—bend. Return. Begin 1, 2, 1, 2, etc. Arms forward—raise. Lower. Begin 1, 2, 1, 2, etc.

Remark: Emphasis must be placed on the drawing backward of the arms while lowering, as well as on the bending and raising.

7. In kneeling on seats, bending of trunk forward, 10 times.

Example: On seats with hands in rear—kneel. Trunk forward—bend. Straighten or return. Begin 1, 2, 1, 2, 1, 2, etc.

Remark: The forward movement of the trunk is caused mainly by gravity, a gradual relaxation of the muscles of the back and a bending of the spine, and results in a kneading of the abdominal viscera. The return movement is caused by a gradual contraction of the muscles of the back, beginning with those of the cervical portion of the spine and ending with the straightening of the hips. The bending forward of the trunk should, several times in every lesson, be accompanied by a forced exhalation and the straightening by a forced inhalation.

This is a very essential exercise and should therefore be added often to the lessons.

8. Game. Hand pushing or pulling of the couples with both hands.

Example: For pushing—face. Push. Halt or stop.

To prevent accidents, as well as to prevent a stronger or heavier pupil from crowding a weaker or lighter one,

back too far, or pulling him over the seat, it is advisable to have each couple stand at a desk and not at a seat. Causing the pupils to practice the pushing alternately with quick sitting and rising is a valuable diversion.

Remarks: In order to make the exercises interesting and to develop alertness and quickness of response the teacher should intersperse quick sitting, rising and facing between the exercises of the various units.

Running in the yard for 2 to 3 minutes should be substituted in place of the prescribed 1st unit whenever the weather permits. The condition of the atmosphere and

the temperature should not be considered so much as the condition of the yard in omitting the very essential running. But it must be brisk running from beginning to end.

Notes:

LESSON II.

Preparatory Exercise in Sitting: Sit—back. Sit—erect.

1. Running on toes through cloak room and corridor back to the class room, if the run in the yard is not advisable. Running of the whole class in the class room should be practiced only in those schools whose construction will permit it and which at the same time are equipped with a vacuum cleaner.

   Example of running in the classroom: With arms to thrust—rise. On toes, lightly—run. Halt. Repeat. —Halt.

   Indicate the desired rhythm by movements of the hand, by clapping of hands, or tapping with the ruler.

2. Facing—½ turns left or right.

   Example: Toward back of room, passing windows—face. This way, passing door—face.

   In the second grade the commands left or right—face, for the ¼ turns and left or right about for the ½ turns may be introduced in the course of time.

3. Deep breathing.

4. Raising of knee forward, first as a posture and later rhythmically 10 to 15 times.

   Example: Hands on hips—place. The knee nearest the windows forward—raise. Lower. Begin 1, 2, 1, 2, etc.

   The correct posture of head and chest must not be disturbed.

5. Turning of head in sitting with arms down or hands pushing against near edge of desk.

Example: Head toward windows—turn. Return. Toward blackboard—turn. Return. Begin 1, 2, 1, 2, etc.

6. a In sitting, with hands on shoulders. Lowering and raising of elbows.

   b In standing; Raising of arms sideward.

   Example: Hands on shoulders—place. Elbows—lower. Raise. Arms sideward—raise. Lower. Begin 1, 2, 1, 2, etc.

   Remark: The lowering of the elbows should be executed forcibly and slowly.

7. In side-stride-stand, bending of trunk sideward.

   Example: To side-stride-stand—hop. Hands on hips—place. Trunk left—bend. Straighten. Right—bend. Straighten.

8. Running race down and up the aisles; also running one way and returning by hopping on one foot. A whole cross section of pupils of a class may participate in this form of racing at one time. The pupils must be caused to start from the first desk, run to the last, or to the wall, and then return to the first desk. Another valuable form of racing is to have alternate longitudinal sections race around their own rows of desks. Those pupils who are in their seats when others are racing, must not have their elbows or feet project into the aisles. *In rooms with narrow aisles racing should be omitted.*

Notes:

LESSON III.

1. If the running out of doors is not advisable, take running through corridor, or quick alternate raising of knees with hands on hips in the class room.

   Example: Hands on hips—place. Alternate raising of knees, as you do while climbing a steep hill—begin 1, 2, 1, 2, 1, 2, etc. Halt.

   The feet must be lowered softly, but quickly.

2. Stepping forward and backward.

   Example: Forward—step. Backward—step. Comparing the exercise with the marching of soldiers will help in gaining good posture. Designating the stepping foot may be introduced in the course of time; it is not necessary in the first semester. Introducing a stepping in which the ball of the foot touches the floor first is desirable.

3. Breathing while placing the hands on shoulders.

   The hands should always be placed on shoulders and bent to strike by the side upward raising of the arms.

4. Bending knees moderately, at first with hands on desks as support and later without.

   Example: On toes—stand. Knees a little with hands on desks and chests high—bend. Straight as soldiers—stand.

   Now let us try standing on toes and bending knees at the same time. Bend. Straighten.

   Remark: In order to bring out the true value of this balance exercise, the same must be taken slowly. If, however, the knee-bending occurs as first unit, it must be taken in quick rhythm with hands resting on the desks constantly, because it then takes the place of running.

5. In sitting: Lowering of head sideward, with arms down or hands pushing against desk.

   Example: Head left—lower. Return. Right—lower. Return.

6. a Bending of arms to strike.

   b. Raising of arms fore-upward.

   Example: Arms to strike—bend. Lower. Begin 1, 2, 1, 2, etc.

7. a In sitting: Bending of trunk backward with arms at sides.

   Example: Backward—bend. Return, or straighten.

   With hips remaining almost fixed, the upper back is bent over the back of the seat, which affects the cervical and dorsal portions of the spine in a very beneficial manner.

   b. Pupils facing one side of the room with hands of neighbors grasped. Swinging of arms upward and downward and backward, in two counts, with and without bending of trunk forward.

8. Reeling of arms forward and backward, at first simple and later in combination with facing, running or hopping on place. For reeling, the arms are raised to the shoulder level, and are bent inward, one hand in front of the other. Reeling is executed by the forearms.

   Example: Arms for reeling—raise. Forward—reel. Backward—reel. Halt.

   Notes:

LESSON IV.

1a. If the running outside is not advisable, take running in corridor, or in the classroom. Alternate hopping with hands on hips and pendant foot raised backward or in front of the other leg.

Example: Hands on hips—place. On one foot—hop. On the other—hop. Twice on each foot—hop or begin 1, 2, 3, 4; etc.

b. Bending knees with hands on desks and straightening them, in quick succession.

2. Stepping sideward left and right.

Example: Toward windows—face. Toward front of room, or simply, sideward left (right)—step.

3. Breathing while raising arms sideward.

4. Raising of one foot backward and grasping same with one hand, while the other hand rests on the desk, or is placed on hip.

Example: The hand nearest the windows on the desk—place. The foot of the other side backward with (or without) grasping the ankle—raise. Lower. Begin 1, 2, etc.

This exercise should be taken as a posture and also rhythmically, same as the foregoing balance exercises and should in the course of time be taken without resting one hand on the desk. The correct standing posture must not be disturbed. A moderate degree of backward pulling of the hand holding the foot will improve the exercise.

5. In sitting: Lowering of head backward with arms at sides, palms turned forward, or hands pushing against the desk.

Example: Head backward—lower. Return. Slowly, begin 1, 2, 1, 2, etc.

The chin should be drawn in slightly, during the backward movement.

6a. Arms to thrust—raise. Thrust forward—1. Return—2. Begin 1, 2, 1, 2.

b Arms side-upward—raise. Return or lower. Begin 1 2, 1, 2.

7a. In side-stride-stand, with hands on hips, twisting of trunk.

Example: Trunk left—twist. Return. Right—twist. Return. Begin 1, 2, 3, 4.

b. In kneeling: Bending of trunk forward.

8. Hand pushing with both hands or one.

Notes:

LESSON V.

1. If running outside is not advisable, have pupils run in the corridor or have them take in the classroom: rocking and hopping on toes in alternation with bending of knees deeply with hands on desks.

   Example: Hands on hips—place. On toes—rock. Bend knees deeply with hands on desks—begin.

2. Review facing, as well as forward, sideward and backward stepping.

3. Breathing with raising of arms side-upward.

4. Bending of knees with hands on hips. This is the first attempt at bending of knees without support and therefore must be taken up very carefully. The knees should at first be bent moderately, and the standing on the balls of the feet and a high chest should always be obtained.

5. In sitting: Lowering of head forward.

   Example: Head forward—lower. Raise. Begin 1, 2, 1, 2, etc.

6a. Raising of arms fore-upward and lowering them side-downward.

 b. Straightening of arms sideward from the position of hands on hips.

7. In sitting: Bending of trunk backward.

8. Vaulting over seat with one hand on desk and the other on the back of the seat.

   Example: Toward seats—face. Over seats—vault or jump. Toward seats—face. Vault. *Pupils must be*

caused to alight on toes and to stand erect after each jump.

Notes:

LESSON VI.

1. Alternate hopping with or without swinging of pendant leg, if the running outside or in the corridor is not advisable.

2. Marching on place (marking time.)

   Example: On place—march. Halt. The knees are raised forward alternately, moderately high, with toes pointing downward. The posture of upper body must not be disturbed. The pupils of the first grade should not be required to keep step; marking the time, the rhythm of the marching, is sufficient.

   Also marching of two rows of pupils around one row of desks with and without singing.

   Several marching songs of the Song Primer are very appropriate for this purpose; the song on page 49 is particularly suitable.

3. Breathing deeply while bending trunk forward and straightening the same.

4. Placing the outside of one foot in front of the other knee, as a posture and also rhythmically, at first with one hand on desk and later without.

   Example: The hand on window side on desk—place. The foot of same side on the other knee—place. Lower. Begin 1, 2, 1, 2.

   Erect carriage of head and trunk must always be demanded in this exercise.

5. In sitting: Turning of head left and right in four counts.

6a. Arms to strike: Strike sideward—1. Return—2. Begin 1, 2, 1, 2.

b. Raise arms side-upward—1. Lower fore-downward —2. Begin 1, 2.

7a. In side-stride-stand with hands on hips: Twisting of trunk.

b. In kneeling with hands grasped in rear: Lowering of trunk forward.

Lowering trunk is executed in the hip-joints; the posture of spine, chest and head remains the same as in fundamental position, and these parts are lowered as an intact whole.

8. Racing.

Notes:

LESSON VII.

1. Running of two rows of pupils around one row of desks, or of all the pupils through the aisles in a sinuous manner, if the running in the yard is not advisable and the condition of the school building and class room warrants this exercise.

2. Facing while marching on place.

   Example: On place—march. Toward windows—face. This way —face. Halt.

3. Breathing deeply with raising of arms side-upward.

4. Bending of knees with hands on hips.

5. In sitting: Lowering of head left (right).

6a. Hands on hips: Straighten arms upward—1. Return—2. Begin 1, 2, 1, 2.

 b. Raise arms forward and sideward alternately in four counts.

7. Pupils facing one side of the room with neighbors' hands grasped. Swinging of arms upward and downward, and backward, with or without lowering trunk forward with the downward or rising on toes with the upward swing of the arms.

8. High Jump over rope. As apparatus for high jumping a thin string will suffice, corresponding in length to the distance between the two outer rows of desks, with pieces of wood, or erasers, fastened to the ends heavy enough to keep the string taut when it is placed over the rounds of chairs in front of the first row of desks.

   Each set of pupils should jump over the string twice in succession, once toward the front of the room and once

on their way to their seats. The alighting after the jump must be executed with sufficient flexion of the hip, knee and feet joints to prevent jarring the body.

The jump should be executed in the following manner: On count 1, the pupils will step up to the string, on 2, they will raise heels, bend knees and swing arms backward, on 3, they will jump and swing arms forward. They must be caused to remain a moment in squat stand with arms forward. On count 4 the pupils will stand erect and turn about. In the return jump, the pupils may rest the hands on two desks when in the squat-stand after the jump.

Notes:

LESSON VIII.

1. Bending of knees deeply with hands on desks in quick alternation with standing on toes, knees fully extended, to the counts 1, 2, if the running outside is not advisable.

2. Marching forward and backward, or marching in sinuous manner with singing.

   Example: Forward—march. Halt.

3. Breathing with raising of arms side-upward and lowering them fore-downward.

4. With hands on hips—raising of leg forward, fully extended.

   Example: Hands on hips—place. Left leg forward—raise. Lower. Begin, 1, 2, 1, 2.

5. In sitting: Lowering of head backward.

6. Bending of arms to strike in alternation with raising of arms fore-upward in four counts.

7. In side-stride-stand with hands grasped in rear:

   a. Bending of trunk left and right in four counts.

   b. Lowering of trunk forward.

8. Vaulting over the seats in alternation with pushing or pulling.

   Notes:

LESSON IX.

1a. Quick alternate raising of knees in two counts.

b. Alternate hopping (skipping, hippity-hop), of two rows of pupils around one row of desks, if running outside is not advisable.

2. Marching forward and backward and halting on command.

Example: Forward—march. Halt.

3. Breathing with raising of arms side-upward and lowering them fore-downward.

4. Hands on hips: Raising of leg sideward, fully extended.

5. In sitting: Lowering of head forward.

6a. Arms bent for thrusting: Thrusting of arms forward and sideward alternately in four counts.

b. Raising of arms fore-upward and side-upward alternately in four counts.

7a. In sitting: Backward bending of trunk.

b. In kneeling: Forward bending of trunk.

8. Racing.

Notes:

LESSON X.

1a. Alternate hopping on place, also forward and backward, with raising of pendant foot in front of the other knee.

b. Running of pupils in sinuous course through the aisles.

2. Marching sideward and halting on command, in alternation with marching with singing.

3. Breathing with raising of arms side-upward, or with bending and straightening of trunk in kneeling.

4. Hands on hips: Bending of knees deeply.

5. In sitting, turning of head left and right in four counts.

6a. Hands on hips: Straightening of arms upward and backward alternately in four counts.

b. Raising of arms fore-upward and side-upward alternately in four counts.

7. In side-stride-stand with hands grasped in rear:

a. Twisting of trunk left and right in four counts.

b. Lowering of trunk forward.

8. High jump alternately with pushing.

Notes:

LESSON XI.

1. Alternate hopping with swinging of pendant leg.

2. Marching in alternation with facing.

   Example: Forward—march. Halt. Left—face.

   Left sideward—march. Halt. Left—face.

3. Breathing with raising of arms side-upward.

4. In side-stride-stand: Rising on toes (toe-stand) and lowering of heels in two counts.

5. In sitting: Lowering of head forward.

6. Arms to strike: Strike sideward and thrust upward alternately in four counts.

7a. Pupils facing toward one side of the room with neighbors' hands grasped: Swinging of arms upward and downward and backward with or without bending of trunk forward or rising on toes.

b. In sitting: Bending of trunk backward.

8. Racing, pushing or pulling.

Notes:

LESSON XII.

1. Running or skipping around the rows of seats with or without flying movement of the arms.

2. Marching around the rows of desks once without and the second time with singing.

3. Breathing with raising of arms side-upward and lowering them fore-downward.

4. Hands on hips: Bending of knees deeply.

5. In sitting: Turning of head left and right in four counts.

6a. Hands on shoulders: Alternate straightening of the arms upward in four counts, beginning with left arm.

b. Raising of arms fore-upward in alternation with raising of arms sideward.

7a. In kneeling: Bending of trunk forward.

b. In side-stride-stand: Twisting of trunk left and right in four counts.

8. Vaulting over the seats.

Notes:

Free Exercises for Grades 3 and 4

LESSON I.

Preparatory Exercise in Sitting: Sit—back. Sit—erect. This exercise should be taken before every lesson.

1a. Squatstand (knees bent deeply) with hands on desks in alternation with toestand.

Command: Squatstand with hands on desks—1. Toestand, legs forcibly extended—2. In quick rhythm—begin.

In the squatstand with hands on the edges of two desks the elbows and shoulders should be drawn backward and the chest arched forward.

b. Arms to thrust—bend. Alternate thrusting of the arms forward, beginning with left, to the counts 1-2.

2. Facing: ⅛, ¼, and ½ turns left and right.

Commands: Half left (⅛ turn)—face. Half right—face.

Left (¼ turn)—face. Right—face.

Left about (½ turn)—face. Right about—face.

Facing must be executed with correct posture of body and military precision.

3. Deep breathing.

Deep breathing must be audible and forced, and the inhalation should be executed through the nostrils. It is advisable to repeat this exercise at the end of each lesson.

Opening the windows before the beginning of the lesson is essential; the pupils should face the open windows while breathing.

4. Raising of one leg and arms sideward.

Command: Raise left leg and arms sideward—1. Return—2. The leg and the arms should be drawn slightly backward and the chest should be well arched.

5. In sitting with arms at sides, palms turned forward and shoulders pressed firmly against the back of the seat:

Lowering of head forward and raising it slowly and forcibly with chin somewhat drawn backward.

Command: Lower head forward—1. Return—2. Slowly—begin.

6. Thrusting of arms alternately forward and upward in four counts.

Command: Arms to thrust—bend. Thrust arms forward—1. Return—2. Upward—3. Return—4. Begin 1, 2, 3, 4.

Emphasis must be placed on the flexion of the arms as well as on the extension.

7a. In kneeling with hands grasped in rear: Bending of trunk forward.

Command: On seats with hands grasped in rear—kneel. Bend trunk forward—1. Return—2.

b. In sitting with arms at sides: Bending of the trunk backward.

Command: Bend trunk backward—1. Return—2.

8. Racing in the aisles of the classroom.

Racing of pupils of the cross sections down and up the aisles, as well as of the alternate longitudinal sections around their rows of seats in running or hopping on one foot, are valuable forms of competitive exercises.

Those pupils who are in their seats when others are racing, must sit in the middle of the seats with the feet under the desks. Elbows and feet projecting into the aisles during racing may result in serious accidents. In rooms with narrow aisles and in such that cannot be kept free from dust, racing should be omitted.

Notes:

LESSON II.

1a. Quick rising and sitting in alternation with rocking on toes and squatstand.

Command: With clapping of hands—rise, —sit, —rise.

On toes with hands on hips—rock.

Squatstand in alternation with toe stand—begin.

b. Alternate raising of the arms fore-upward, beginning with left arm, to the counts, 1, 2.

2. Rocking step sideward.

This exercise may be developed in the following manner: Step left sideward, lightly, with closing of heels—1, 2. Raise and lower heels quickly—3. Same right—4, 5, 6.

As soon as the pupils can execute this exercise lightly and gracefully in ¾ measure of time, suitable arm exercises, such as raising of left arm side-upward to ½ circle on left, and right arm on right step, or both arms to a circle on left and lowering them on right step may be added.

3. Deep breathing with lowering of head backward.

4. Raise left leg backward and arms fore-upward—1. Return—2. Same with right leg.

5. In sitting with arms at sides, palms forward: Turn head left—1. Return—2. Same right—3. Return —4.

6. Arms to strike: Strike sideward and thrust upward alternately in four counts.

7a. With hands grasped in rear: Twist trunk left—1. Return—2. Twist right—3. Return—4. Lower trunk forward—5. Return—6.

b. In sitting: Bend trunk backward—1. Return—2.

8. Reeling of arms forward and backward, at first simple, later in combination with squatstand, toestand, sitting, etc.

Notes:

LESSON III.

1a. Quick alternate raising of the knees upward to the counts 1, 2.

b. Hands on hips: Alternate straightening of the arms, sideward, beginning with left, to the counts 1, 2.

2. Marching forward, on place, and backward an indefinite number of steps and halting on command.

Example: Forward—march. On place—march. Backward—march.

3. Deep breathing with raising of arms side-upward and placing of hands on shoulders.

4. Hands on hips: Squatstand (chest high)—1. Return—2. Toestand and straighten arms upward—3. Return—4.

5. In sitting with arms at sides, palms of hands forward: Lower head backward—1. Return—2.

6. In sitting with hands on shoulders: Lower elbows forcibly backward—1. Return—2. Straighten arms upward—3. Return—4.

7a. Hands in rear. Stride left sideward—1. Bend trunk left—2. Return—3, 4. Same right.

b. Stride left sideward—1. Bend trunk backward—2. Return—3, 4. Same right.

8. Vaulting over seats lightly and standing erect after each vault.

Notes:

LESSON IV.

1. Squatstand with hands on desks in alternation with toe-stand and straightening of arms upward, to the counts 1, 2.

2. Rocking step forward and backward, later forward several steps, left and right, in alternation with facing.

   Example: Rocking step forward left and right 12 counts, then left about face in 6 steps in same time measure.

3. Deep breathing with raising of arms fore-upward, with forceful stretching.

4. Raise left leg sideward and right arm side-upward—1. Return—2. Same with right leg and left arm—3, 4.

5. In sitting with arms at sides, palms forward: Lower head forward—1. Return—2.

6. Raise arms fore-upward—1. Place hands on shoulders, elbows drawn forcibly downward and backward—2. Return—3, 4.

7a. Hands on hips: Stride left sideward—1. Bend trunk forward and straighten arms forward, fingers touching floor—2. Return—3, 4. Same right.

b. In sitting: Bending of trunk backward.

8. Hand-pushing with one hand, the other hand grasping the desk.

Notes:

LESSON V.

1a. Rising with and without clapping of hands, sitting, rocking on toes and bending of knees with hands on desks in alternation with toestand.

b. Alternate raising of arms side-upward, to the counts 1, 2.

2. Marching sideward, an indefinite number of steps, in alternation with facing, either in one quick movement or in marching on place.

Example: Sideward left—march. Left about in 4 steps—face.

3. Deep breathing with lowering of head backward.

4. Raise left leg backward and arms sideward, palms upward—1. Return—2. Same with right leg—3, 4.

5. In sitting with arms at sides, palms forward: Turn head left—1. Return—2. Same right—3, 4.

6. Bend arms to strike—1. Strike sideward—2. Return —3, 4.

7a. Raise arms sideward—1. Bend trunk left—2. Return —3, 4. Same right.

b. Hands in rear: Stride left sideward.—1. Bend trunk backward—2. Return—3, 4. Same right.

8. Racing.

Notes:

LESSON VI.

1a. Hands on hips: Alternate raising of the knees upward beginning with left, to the counts 1, 2.

b. Alternate thrusting of arms upward, beginning with left, to the counts 1, 2.

2. Rocking step sideward with crossing of feet frontways, with and without raising of one or both arms as in Lesson II. Later the same in alternation with facing, in drill form.

Example: Rocking step sideward left and right with hands grasped in rear 1-12. Left about in the same time measure, 1-6. Repeat . . . . . 1-18 counts.

3. Deep breathing with raising of arms side-upward.

4. Hands on hips: Squatstand with straightening of arms forward—1. Return—2. Toestand with straightening of arms upward—3. Return—4.

5. In sitting with arms at sides, palms forward: Lower head backward—1. Return—2.

6. Raise arms fore-upward—1. Lower them left to the level of the shoulders, right elbow draw backward forcibly—2. Return—3, 4. Same right.

7a. Hands in rear: Sidestride left—1. Lower trunk forward—2. Return—3, 4. Same right.

b. In sitting: Bend trunk backward—1. Return—2.

8. Lying support on two desks, not on the backs of two seats.

The following important points must be observed in this posture: The greater part of the body weight rests on the hands and the lesser on the toes of the fully extended legs. The back must be well stretched. The shoulders are drawn backward and downward, the chest arched forward and the heels, hips and shoulders should be on the same line.

Notes:

LESSON VII.

1. Squat stand with hands on desks in alternation with toe-stand and straightening of arms upward, to the counts 1, 2.

2. Marching forward in alternation with facing, the latter either in one quick movement or in stepping.

   Example: Forward—march. Halt. Left about—face. Forward—march. Halt. Left about in four steps—face.

3. Deep breathing with raising of arms side-upward and lowering them fore-downward.

4. Place left foot sideward—1. Bend arms forward, height of shoulders—2. Return—3. Same right.

   The arms must be bent horizontally on level of shoulders, with elbows drawn backward forcibly, hands in front of shoulders and palms turned downward.

5. In sitting with arms at sides, palms forward: Lower head forward—1. Return—2.

6. Hands on hips: Straighten arms upward—1. Lower sideward, palms upward—2. Return—3, 4.

7a. Place hands on shoulders—1. Twist trunk left—2. Return—3, 4. Same right.

b. Place hands on shoulders, elbows high—1. Bend trunk backward and draw elbows downward and backward—2. Return—3, 4.

8. Vaulting over seats.

Notes:

LESSON VIII.

1a. Rising with and without clapping of hands, sitting, rocking on toes and bending of knees with hands on desks, in alternation with toestand.

b. Alternate raising of the arms fore-upward, beginning with left, to the counts, 1, 2.

2. Rocking step sideward with crossing of feet frontways with or without suitable arm exercises and bending of trunk sideward, the latter opposite to the direction of the step.

Later the same exercises in couples, composed of members of two rows of pupils, whose four hands or only the two opposite hands are grasped and swung to and fro with and without twisting and moderate backward bending of the trunk.

It is advisable to separate the girls from the boys for this exercise.

3. Deep breathing with lowering of head backward.

4. Place left foot backward—1. Raise arms obliquely side-upward, palms turned upward—2. Return—3. Same with right foot.

5. In sitting: Turn head left—1. Return—2. Same right —3, 4.

6. Raise arms side-upward—1. Bend to strike—2. Return—3, 4.

7a. Hands on hips: Sidestride left—1. Bend trunk forward and straighten arms forward, fingers touching the floor—2. Return—3, 4. Same right.

b. In sitting: Bend trunk backward—1. Return—2.

8. Hand pushing or pulling in couples.

Notes:

LESSON IX.

1a. Arms to thrust: Alternate raising of the knees upward, beginning with left, to the counts, 1, 2.

b. Alternate thrusting of *both arms* sideward and upward in four counts.

2. Marching forward, backward and sideward in alternation with halting and facing.

3. Deep breathing with raising of arms side-upward and lowering them fore-downward.

4. Hands on hips: Squatstand and straighten arms forward—1. Return—2. Toestand and straighten arms upward—3. Return—4.

5. In sitting: Lower head backward—1. Return—2.

6. Arms to thrust: Thrust arms upward—1. Lower them obliquely side-downward and slightly backward, palms of closed hands turned forward—2. Return—3, 4.

7a. Raise arms side-upward—1. Bend trunk left—2. Return—3, 4. Same right.

b. Hands in rear: Sidestride left—1. Bend trunk backward—2. Return—3, 4. Same with sidestride right.

8. Lying-support frontways.

Notes:

LESSON X.

1. Squatstand with hands on desks in alternation with toe-stand and straightening of arms upward.

2. Rocking step sideward with crossing of feet frontways with suitable exercises of the arms, and bending of trunk sideward, also exercises of the couples same as in Lesson VIII.

3. Deep breathing with lowering head backward.

4. Sidestride left—1. Toestand and raise arms fore-upward—2. Return—3, 4. Same right.

5. In sitting: Lowering of head forward—1. Return—2.

6. Raise arms side-upward—1. Cross forearms, hands closed, behind head—2. Return—3, 4.

7a. In side-stride-stand: Raise arms fore-upward—1. Lower trunk forward—2. Return—3, 4.

b. In sitting: Bend trunk backward—1. Return—2.

8. Vaulting over seats.

Notes:

LESSON XI.

1a. Rising with and without clapping of hands, sitting, rocking on toes and bending of knees in alternation with toestand and arms upward.

b. Alternate raising of the arms side-upward, beginning with left arm, to the counts, 1, 2.

2. Marching forward, sideward and backward in alternation with halting and facing.

3. Deep breathing with raising of arms side-upward and lowering them fore-downward.

4. Forward-stride left with hands grasped in rear—1. Toestand and raise arms side-upward—2. Return—3, 4. Same with stride-stand right.

5. In sitting: Turn head left—1. Return—2. Same right—3, 4.

6. Raise arms sideward—1. Bend them forward (elbows drawn backward, palms turned downward and arms on the level with shoulders)—2. Return—3, 4.

Remark: It is essential that the correct posture of the head is maintained throughout this exercise.

7a. Side-stride-stand with arms bent for thrusting: Twist trunk left and thrust arms forward—1. Return—2. Same right—3, 4.

Remark: Emphasis must be placed on the flexion as well as on the extension of the arms.

b. Side-stride left with hands grasped in rear—1. Bend trunk backward—2. Return—3, 4. Same with stride right.

8. Hand pushing or pulling.

Notes:

LESSON XII.

1a. Arms bent for thrusting: Alternate raising of the knees upward, beginning with left, to the counts, 1, 2.

b. Alternate thrusting of both arms backward and upward in four counts.

2. Rocking step sideward with crossing of feet frontways with suitable exercises of the arms and bending of trunk sideward; also exercises of the couples same as in Lesson VIII.

3. Breathing with lowering of head backward.

4. Hands on hips: Squatstand with straightening of arms forward—1. Return—2. Toestand with straightening of arms upward—3. Return—4.

5. In sitting: Lower head backward—1. Return—2.

6. Raise arms fore-upward—1. Lower both left to shoulder level, palms turned downward—2. Return—3, 4. Same right.

7a. Hands on hips: Side-stride left—1. Bend trunk forward and straighten arms forward, tips of fingers touching the floor—2. Return—3, 4. Same right.

b. Straighten arms upward—1. Bend trunk left—2. Return—3, 4. Same right.

8. Lying support front ways.

Notes:

Free Exercises for Grades 5 and 6

LESSON I.

Preparatory Exercises in Sitting: Sit—back. Sit—erect. This exercise should be taken before every lesson.

1. Squatstand (knees bent deeply) with hands on two desks, elbows well drawn back, in alternation with toestand and forceful straightening of arms upward, executed in moderately quick time-measure, to the counts, 1, 2.

2. Facing with and without marching.

   Examples: Half left (right, ⅛ turn)—face.

   Left (right, ¼ turn)—face.

   Left about (right, ½ turn)—face.

   Left about (right) in four steps—face.

3. Deep breathing with raising of arms side-upward, stretching them vigorously and lowering them side-downward.

   Remark: This exercise should be taken slowly in 12 counts, alternately with moderately quick and forced respiration and arm movements. It may serve as third unit and at the end of the lesson.

4. Toestand (heels raised) with hands grasped in rear—1. Lower head forward—2. Raise, or return head—3. Lower heels—4.

   Remark: Emphasis must be placed on the raising of the head. Drawing the shoulders backward and the chin slightly in while raising the head will increase the value of the exercise.

5a. Raise arms fore-upward—1. Place hands on shoulders, elbows lower than shoulders and drawn back—2. Return—3, 4.

b. Same arm exercise with twisting trunk left (right) on the second count and returning it on the third.

6. Hands grasped in rear: Stride left forward—1. Bend left knee—2. Return—3, 4. Same right.

7. Kneeling on the seat with hands grasped in rear: Bend trunk forward—1. Straighten with raising of arms upward—2.

8. Vaulting over the seats.

Remark: The alighting after the vault should be executed on toes and with knees bent moderately deep. A perfectly erect standing posture must be assumed immediately after the vault.

Notes:

LESSON II.

1a. Hands grasped in rear: Quick alternate raising of the knees upward, beginning with left, to the counts, 1, 2.

b. Alternate raising of the arms fore-upward, with forceful stretching, beginning with left arm, to the counts, 1, 2.

2. Marching forward and backward, an indefinite number of steps, and halting on command.

Examples: Forward—march. Halt.

Backward—march. Halt.

3. Deep breathing with lowering of head backward.

Remark: This exercise should be taken slowly; 12 counts is about the proper time-measure.

4. Squatstand with hands on hips—1. Turn head left—2. Return head—3. Straighten knees—4.

Remark: Forceful turning of the head is essential, but should not disturb the posture of the shoulders; the chest must remain well arched throughout the exercise.

5a. Hands on hips: Straighten arms sideward—1. Raise left arm upward and lower right backward—2. Return—3, 4. Same opposite.

b. Same arm exercise with bending of trunk right (left) on the second count.

6. Stride left sideward—1. Bend left knee—2. Return—3, 4. Same right.

7. Hands grasped in rear: Stride left sideward—1. Bend trunk backward—2. Return—3, 4. Same right.

8. Lying—support frontways on two desks (not on the backs of seats) with extended arms, and head and chest high. The body rests on hands and tips of toes. The back must be straight and legs fully extended. Lowering of the hips or sinking of the body between the shoulders should never be tolerated.

Notes:

LESSON III.

1a. Left (right) hand on desk: Raise left knee upward—1. Straighten leg backward, vigorously—2. Begin—1, 2. Same right.

b. Arms to thrust: Alternate thrusting of arms upward, with forceful stretching, beginning with left arm, to the counts 1, 2.

2. Marching sideward left and right, an indefinite number of steps and halting on command.

Examples: Sideward left—march. Halt.

Sideward right—march. Halt.

3. Deep breathing with raising of arms side-upward, stretching them vigorously, and lowering them side-downward.

4. Toestand with hands grasped in rear—1. Lower head backward—2. Return—3, 4.

Remark: Drawing the shoulders backward while lowering the head is important. The head must not be dropped nor must the chin be turned upward.

5a. Raise arms side-upward—1. Bend them to strike—2. Return—3, 4.

b. Same arm exercise with lowering trunk forward on the second count.

6. Hands grasped in rear: Stride left backward—1. Bend left knee—2. Return—3, 4. Same right.

7. Hands on hips: Twist trunk left—1. Bend sideward left—2. Return—3, 4. Same right.

8. Vaulting over the seats with ¼ turn left or right before alighting.

Notes:

LESSON IV.

1. Squatstand, with hands on desks, in alternation with toestand and straightening of arms upward.

2. Marching forward an indefinite number of steps, with raising of the arms side-upward on the first left step, lowering them on the second, and halting on command.

   Example: March forward and raise arms side-upward on the count 1, and lower them on the count 3. Begin —1, 2, 3, 4, 1, 2, 3, 4.

3. Deep breathing with lowering of head backward.

4. Hands grasped in rear: Stride left sideward to toestand—1. Lower head forward—2. Return—3, 4.

5a. Arms bent for thrusting: Thrust arms forward—1. Move left arm sideward and raise right arm upward —2. Return—3, 4. Same opposite.

b. Same arm exercise with twisting trunk left (right) on the second count.

6. Hands grasped in rear: Lunge left forward—1. Return—2. Same right—3, 4.

   Alternate bending of knees after a forward lunge, is a splendid exercise for improving suppleness and elasticity of the legs, and should therefore be applied frequently when the pupils have learned to execute the lunge correctly.

7. Raise arms fore-upward—1. Bend trunk backward and lower arms sideward—2. Return—3, 4.

8. Lying—support frontways with extended arms and alternate raising of the knees forward.

Notes:

LESSON V.

1a. Hands grasped in rear: Alternate raising of the knees upward, beginning with left, to the counts 1, 2.

b. Alternate raising of the arms side-upward, beginning with left, to the counts 1, 2.

2. Marching forward or backward an indefinite number of steps in alternation with facing and halting on command.

Example: Forward—march. Left about in four steps —face. Halt.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Hands grasped in rear: Place left foot sideward and bend right knee—1. Turn head left—2. Return—3, 4. Same right.

5a. Raise arms fore-upward—1. Lower them sideward, palms turned upward—2. Return—3, 4.

b. Same arm exercise with bending trunk left (right) on the second count.

6. Hands on hips: Lunge left sideward—1. Return—2. Same right—3, 4. Continuous change of knee-bending should be interspersed often for reasons given in Lesson IV.

7. Hands grasped in rear: Lunge left forward—1. Lower trunk forward—2. Return—3, 4. Same right.

8. Vaulting over the seats with ¼ turn left or right before alighting.

Notes:

LESSON VI.

1a. Left (right) hand on the desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

b. Arms bent for thrusting: Alternate bending of trunk sideward, beginning left, combined with alternate thrusting of arms upward, beginning with right, to the counts, 1, 2.

2. Marching sideward left or right, an indefinite number of steps, in alternation with facing, and halting on command.

Example: Sideward left—march. Left about in four steps—face. Halt.

3. Deep breathing with lowering the head backward.

4. Hands grasped in rear: Stride left sideward to toe-stand—1. Lower head backward—2. Return—3, 4. Same right.

5a. Arms bent for striking: Strike arms sideward—1. Raise left arm upward and move right forward—2. Return—3, 4. Same opposite.

b. Same arm exercise with twisting trunk left (right) on the second count.

6. Hands grasped in rear: Stride left backward—1. Kneel on left knee—2. Return—3, 4. Same right.

7. Hands grasped in rear: Twist trunk left—1. Bend backward—2. Return—3, 4. Same right.

8. Lying—support frontways. Changing from standing on fore-part of the foot to that of standing on tips of toes, combined with forceful stretching of the back and raising of the chest, in slow time-measure.

Notes:

LESSON VII.

1. Squatstand with hands on desks, in alternation with toestand, and straightening of arms upward.

2. Marching preceded by facing, ¼ turn.

   Examples: Left face and sideward left—march. Halt.

   Left face, in two steps and backward—march. Halt.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. With hands grasped in rear, left forward-stride: Toestand—1. Lower head forward—2. Raise head—3. Lower heels—4. Same right.

5a. Raise arms side-upward—1. Place palms of hands behind head, elbows pointing sideways—2. Return—3, 4.

b. Same arm exercise with bending trunk left on the second count. Same right.

6. Hands grasped in rear: Lunge left forward—1. Change bending of knees—2. Return—3, 4. Same right.

7. In kneeling on the seat with hands grasped in rear: Bend trunk forward—1. Straighten and twist left with swinging arms left—2. Same right.

8. Vaulting over the seats with ½ turn left (right) before alighting.

Notes:

LESSON VIII.

1a. Hands grasped in rear: Alternate raising of the knees upward, beginning with left.

b. Alternate raising of the arms fore-upward, beginning with left.

2. Marching sideward, an indefinite number of steps, with raising of arms fore-upward on the first left (right) step and lowering them on the second left (right) step.

3. Deep breathing with lowering of head backward.

4. Squatstand with hands on hips—1. Turn head left—2. Return—3, 4. Same right.

5a. Hands on hips: Straighten arms upward—1. Lower them left to the level of the shoulders, right elbow drawn backward forcibly—2. Return—3, 4. Same right.

b. Same arm exercise with twisting of trunk in the direction of the arm movement on the second count.

6. Hands grasped in rear: Kneel left on the floor—1. Bend trunk backward—2. Return—3, 4. Same right.

7. Lying—support frontways with feet spread sideward, and alternate raising of the arms sideward in this posture, but each arm several times before changing.

Notes:

LESSON IX.

1a. Left (right) hand on the desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

b. Side-stride-stand and arms bent for thrusting: Alternate twisting of trunk left and right with alternate thrusting of the arms forward, beginning with right, to the counts 1, 2.

2. Marching forward, preceded by facing, ½ turns, and halting on command.

Example: Left about in four steps and forward—march. Halt.

3. Deep breathing with raising of arms side-upward, and lowering them side-downward.

4. With hands grasped in rear, left forward-stride: Raise heels—1. Lower head forward—2. Return—3, 4. Same right.

5a. Raise arms fore-upward—1. ¾ of a circle inward—2. Return—3, 4.

b. Same arm exercise with lowering of trunk forward on the second count.

6. Hands on hips: Lunge left sideward—1. Change knee bending and bend trunk right—2. Return—3, 4. Same opposite.

7. Vaulting over the seats with and without ¼ and ½ turns.

Notes:

LESSON X.

1. Squatstand with hands on desks, in alternation with toestand and straightening of arms upward.

2. Marching sideward preceded by facing, ½ turn, and halting on command.

   Example: Left—face. Left about in four steps and sideward left march. Halt.

3. Deep breathing with lowering of head backward.

4. Toestand and place hands behind head, by the side-upward movement—1. Lower head forward—2. Return—3, 4.

5a. Arms bent for thrusting: Thrust arms sideward—1. ¾ of a circle outward—2. Return—3, 4.

 b. Same arm exercise with bending of trunk backward on the second count.

6. Hands grasped in rear: Lunge left forward—1. Change bending of knees and lower trunk forward—2. Return—3, 4. Same right.

7. Hands on hips: Lunge left forward—1. Twist trunk left—2. Return—3, 4. Same right.

8. Lying—support frontways, hands resting on two seats. This exercise is executed as follows: Squat-stand with hands on two seats—1. Straighten legs backward—2. Return—3, 4.

Notes:

LESSON XI.

1a. Hands grasped in rear: Alternate raising of the knees upward, beginning with left.

b. Alternate raising of the arms side-upward, beginning with the left, with moderate sideward bending of the trunk beginning right.

2. Review marching in various directions and halting on command.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Hands grasped in rear: Place left foot sideward and bend right knee—1. Turn head left—2. Return—3, 4. Same right.

5a. Raise arms fore-upward—1. ¾ of a circle inward—2. Return—3, 4.

b. Same arm exercise with lowering of trunk forward on the second count.

6. Hands grasped in rear: Stride left sideward—1. ¼ turn left and kneel on right knee in one quick movement—2. Return—3, 4. Same right.

7. Hands on hips: Lunge left sideward—1. Change bending of knees and bend trunk left—2. Return—3, 4. Same opposite.

8. Vaulting over seats with and without ¼ and ½ turns.

Notes:

LESSON XII.

1a. Left (right) hand on desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

b. Side-stride-stand and arms bent for thrusting: Alternate twisting of trunk left and right with alternate thrusting of arms forward, beginning with right.

2. Review marching with arm exercises in alternation with facing in drill form.

Example: March forward three steps with raising of arms side-upward on the first left step and lowering them on the second left step, in alternation with left about face in four steps—march. Halt.

3. Deep breathing with lowering of head backward.

4. Hands grasped in rear: Toestand and place hands behind head by the side-upward movement—1. Lower head backward—2. Return—3, 4.

5a. Arms bent for thrusting: Thrust arms sideward—1. ¾ of a circle outward—2. Return—3, 4.

b. Same arm exercise with bending of trunk backward on second count.

6. Hands on hips: Squatstand and straighten arms forward—1. Raise arms upward—2. Return—3, 4.

7. Kneel on seats: Bend trunk forward—1. Straighten and twist left with swinging arms left—2. Same right.

8. Lying—support frontways on two seats with feet spread sideward, and alternate raising of the arms upward.

Notes:

Free Exercises for Grades 7 and 8

LESSON I.

Preparatory Exercise in Sitting: Sit—back. Sit—erect. This exercise should be taken before every lesson.

1. Squatstand (knees bent deeply) with hands on two desks, elbows well drawn back, in alternation with toestand and straightening of arms upward, to the counts, 1, 2.

   Remark: The time-measure of the execution of this exercise must be moderately quick and the second movement should imply a vigorous stretching of the whole body.

2. Facing in alternation with marching forward, the latter an indefinite number of steps.

   Example: Forward—march. Halt. Left about—face.

   Remark: Executing this exercise only a few times in each lesson will suffice if it is done with military precision and good posture of body.

3. Deep breathing with raising of arms side-upward, stretching them completely and lowering them side-downward.

   Remark: This exercise should be taken slowly in 12 counts, alternately with moderately quick and forced respiration and arm movements; it may serve as third unit *and also at the end of each lesson.*

4. Toestand and fold hands behind head—1. Lower head forward—2. Return head against the resistance of the hands—3. Lower heels and arms—4. Slowly—begin.

5a. Stride left forward and raise arms fore-upward—1. Place hands on shoulders, elbows lower than shoulders and drawn back—2. Return—3, 4. Same right.

b. As a, with lowering of trunk forward on the second and returning it on the third count.

c. As b, with substituting twisting of trunk left (right) in place of lowering the same.

Remark: Lowering of trunk forward always implies a hollow back and an active chest; the chin must not be turned upward.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Vaulting over the seats.

Remark: The alighting after the vault must be executed on toes and with knees bent moderately deep; a perfectly erect standing posture must be assumed immediately after each vault.

Notes:

LESSON II.

1a. Hands on hips: Quick alternate raising of the knees upward, beginning with left, to the counts 1, 2.

b. Alternate bending of trunk sideward beginning left, with alternate straightening of arms upward beginning with right, to the counts, 1, 2.

2. Facing in alternation with marching sideward, the latter and indefinite number of steps.

Example: Sideward left—march. Halt. Left about—face.

3. Deep breathing with lowering of head backward.

Remark: Deep breathing in combination with lowering of head must always be taken slowly; 12 counts is about the proper time-measure.

4. Hands on hips: Squatstand, slowly—1. Turn head left—2. Return—3, 4. Same right.

5a. Hands on hips: Twist trunk left and straighten arms upward—1. Bend trunk left and lower arms sideward—2. Return—3, 4. Same right.

Remark: The sideward bending of the trunk is a pure sideward movement with the head, shoulders and arms well drawn back.

b. The arm exercise of 5a, with toestand on first and squatstand on second count.

6. Repeat first exercise.

7. Repeat third exercise.

8. Lying—support frontways on two desks or two seats, with extended arms, and head and chest high. The body rests on hands and tips of toes with the back

straight and well stretched. Lowering the hips or sinking the body between the shoulders should never be tolerated. Alternate raising of the knees upward as well as bending of the elbows moderately should be added as soon as feasible.

Remark: Lying-support on seats is executed as follows: Squat-stand hands on two seats—1. Straighten legs backward—2. Return—3, 4.

9. In sitting, bending of trunk backward slowly over the back of the seat with straightening the arms upward forcibly to the counts, 1, 2.

Notes:

LESSON III.

1a. Left hand on the desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and the trunk upward—2. Begin—1, 2. Same right.

b. Alternate raising of the arms fore-upward, beginning with left arm, to the counts 1, 2.

2. Marching forward and backward an indefinite number of steps, with raising the arms side-upward on the first left step, lowering them on the second left step and halting on command.

3. Deep breathing with raising of arms side-upward.

4. Toestand and raise arms sideward—1. Lower head backward and move forearms forward (elbows sharply flexed and drawn backward and hands in front of shoulders, palms turned downward)—2. Return—3, 4.

5a. Stride left sideward and raise arms fore-upward—1. Bend trunk backward and bend arms to strike—2. Return—3, 4. Same right.

b. The arm exercise of 5a with lunge left sideward on first and changing the knee-bending on the second count.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Vaulting over the seats with ¼ turn left or right before alighting.

Notes:

LESSON IV.

1a. Squatstand with hands on desks in alternation with toestand and straightening of arms upward to the counts, 1, 2.

b. Side-stride-stand with arms bent for thrusting: Alternate twisting of the trunk left and right with alternate thrusting of the arms forward, beginning with right, to the counts, 1, 2.

2. Marching in various directions preceded by facing, the latter in a given number of steps.

Example: Left face in two steps and sideward left—march. Halt. Left about face in four steps and sideward left—march. Halt.

3. Deep breathing with lowering of head backward.

4. Stride left sideward to toestand and raise arms sideward—1. Lower head forward and move arms forward—2. Return head and arms slowly, but forcibly —3. Return—4. Same right.

5a. Arms bent for thrusting: Lunge left forward and thrust arms upward—1. Lower arms sideward—2. Return—3, 4. Same right.

b. As 5a, with lowering trunk forward.

6. Repeat first exercise.

7. Repeat third exercise.

8. Lying—support on the desks: Changing from lying-support frontways to lying-support rearways, with back well arched and chest raised. Both postures imply a vigorous stretching of the body. The change from one posture to the other, is at first effected by means of walking on toes and later by a swing.

9. In sitting: Bending of the trunk backward over the back of the seat with raising of the arms upward and bending them to strike in four slow, but forceful movements.

Notes:

LESSON V.

1a. Hands on hips: Quick alternate raising of the knees upward, beginning with left to the counts, 1, 2.

b. Alternate raising of arms side-upward beginning with left, to the counts, 1, 2.

2. Facing in alternation with marching in various directions.

Example: Forward—march. Halt. Left—face.

Sideward left—march. Halt. Left—face.

Backward—march. Halt. Left—face.

3. Deep breathing with raising of arms side-upward.

4. Side-stride toestand left with raising of arms fore-upward—1. Turn head left and lower arms sideward, palms upward—2. Return —3, 4. Same right.

5a. Hands on hips: Lunge left sideward and straighten arms sideward—1. Bend right arm over head and place left hand on the hip—2. Return—3, 4. Same opposite.

b. As a, with bending of trunk left (right) on the count 2.

c. As a, with twisting of trunk right (left) on the count 2.

6. Repeat first exercise.

7. Repeat third exercise.

8. In kneeling: Bending of trunk forward and straightening the same with twisting, with or without arm exercises.

9. Vaulting over the seats with ¼ turn left or right before alighting.

Notes:

LESSON VI.

1a. Left hand on desk and right arm bent for thrusting: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk and right arm upward—2. Vigorously—begin. Same opposite.

b. Alternate straightening of the arms upward, beginning with left arm.

2. Marching sideward four steps, with raising of the arms fore-upward on the first step and lowering them on the second in alternation with left (or right) about facing in four steps.

This exercise may be taken by direction as well as in drill form.

3. Deep breathing with lowering of the head backward.

4. Sidestride toestand left and raise arms fore-upward—1. Lower head backward and bend arms to strike—2. Return—3, 4. Same right.

5a. Stride left backward and raise arms fore-upward—1. Kneel left (on the floor) and place hands on the shoulders—2. Return—3, 4. Same right.

b. As a, with bending of the trunk backward on the second count.

6. Repeat first exercise.

7. Repeat third exercise.

8. Lying—support frontways on the desks with feet spread sideward and alternate raising of arms sideward or upward in the lying-support, but each arm several times before changing.

Notes:

LESSON VII.

1. Squatstand with hands on desks in alternation with toestand and straightening of arms upward to the counts, 1, 2.

2. Facing preceded by marching.
Examples: Forward—march. Left in two steps and halt. Face.

   Sideward left—march. Left in two steps and halt. Face.

3. Deep breathing with raising of arms side-upward.

4. Forward stride-stand left. Toestand and hands folded behind head—1. Lower head forward—2. Raise head against the resistance of the hands—3. Lower heels and arms—4. Same with right foot forward.

5a. Lunge left forward and bend arms forward (hands and elbows at height of shoulders, elbows well forced back) —1. Lower trunk forward and move forearms sideward—2. Return—3, 4. Same right.

 b. As a, but twisting of trunk left with lunge left, and right with the lunge right, instead of lowering.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Vaulting over seats with ½ turn left (right) before alighting.

Notes:

LESSON VIII.

1a. Arms to thrust: Quick alternate raising of the knees upward beginning with left, to the counts, 1, 2.

b. Side-stride-stand with arms bent for thrusting: Alternate twisting of trunk left and right with alternate thrusting of arms forward beginning with right, to the counts, 1, 2.

2. Facing preceded by marching forward and backward.

Examples: Forward—march. Left about, in 4 steps—face. Halt.

Backward—march. Left about, in 4 steps—face. Halt.

3. Deep breathing with lowering of head backward.

4. Squatstand slowly and raise arms forward—1. Turn head left and bend arms forward, elbows bent to right angles—2. Return—3, 4. Same right.

5. Arms bent for thrusting: Lunge left sideward and thrust arms sideward—1. Change knee-bending, bend trunk right and raise arms upward—2. Return—3, 4. Same right.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Lying-support frontways on the seats. Twisting of trunk left (right) with raising of the arm of same side sideward or upward to the counts, 1, 2. Also bending of arms in two counts.

Notes:

LESSON IX.

1a. Left hand on desk and right arm bent for thrusting: Raise left knee upward and bend trunk forward—1. Straighten leg backward and the trunk and arms upward—2. Same opposite.

b. Alternate raising of the arms fore-upward beginning with left, to the counts, 1, 2.

2. Marching forward and backward an indefinite number of steps, with moving of arms side-upward, sideward, upward and side-downward, a movement on each step.

3. Deep breathing with raising of arms side-upward.

4. Forward stride-stand left: Toestand and raise arms side-upward—1. Lower head backward and bend arms to strike—2. Return—3, 4. Same with right leg forward.

5. Squatstand, slowly, with hands on desks in linked alternation with bending of trunk backward, and straightening of arms upward, to the counts, 1, 2.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Vaulting over the seats with ¼ or ½ turns left or right.

Notes:

LESSON X.

1. Squastand with hands on desks in alternation with toe-stand and straightening of arms upward to the counts, 1, 2.

2. Facing preceded by marching.

   Example: Forward—march. Left in two steps and halt—face.

   Sideward left (right)—march. Left in two steps and halt—face.

3. Deep breathing with lowering of head backward.

4. Place left foot sideward, bend right knee and raise arms sideward, palms turned upward—1. Lower head forward, bend arms and place tips of fingers behind head—2. Return—3, 4. Same right.

5a. Hands on hips: Lunge left forward and straighten arms upward—1. Lower trunk forward and lower arms sideward—2. Return—3, 4. Same right.

 b. Lunge left forward and straighten arms upward—1. Bend trunk backward and lower arms sideward—2. Return—3, 4. Same right.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9a. Lying—support on desks: Changing from lying-support frontways to lying-support rearways.

 b. In lying-support frontways with spread feet, twisting of trunk with raising of one arm sideward or upward.

Notes:

LESSON XI.

1a. Hands grasped in rear: Quick alternate raising of the knees upward beginning with left, to the counts, 1, 2.

b. Hands on shoulders: Alternate bending of trunk sideward, beginning left with alternate straightening of arms upward beginning with right, to the counts. 1, 2.

2. Facing preceded by marching forward and backward.

Example: Forward—march. Left about in 4 steps—face. Halt.

Forward—march. Right about in 4 steps—face. Halt.

3. Deep breathing with raising of arms side-upward.

4. Squatstand and raise arms forward—1. Turn head left and move arms sideward, palms turned upward—2. Return—3, 4. Same right.

5a. Lunge left sideward and raise arms fore-upward—1. Twist trunk left — bend it backward and lower arms sideward, palms turned upward—2. Return—3, 4. Same right.

b. Side-stride-stand with hands grasped in rear: Circling of trunk in 5 movements in the following manner: Bend trunk left—1. Lower it forward—2. Bend it right—3. Bend it backward—4. Straighten it—5. Same opposite.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Review vaulting over the seats.

Notes:

LESSON XII.

1a. Left hand on desk and right arm bent for thrusting: Raise left knee upward and bend trunk forward—1. Straighten the leg backward and the trunk and right arm upward—2. Same right.

b. Alternate raising of the arms side-upward, beginning with left, to the counts, 1, 2.

2. Two steps left sideward with moving of the arms fore-upward, forward (to the shoulder level), upward and fore-downward.

   This exercise should be executed several times in one direction if the floor space permits.

3. Deep breathing with lowering of head backward.

4. Place left foot sideward and raise arms sideward—1. Lower head backward and place the tips of the fingers behind the head—2. Return—3, 4. Same right.

5a. Hands grasped in rear: Stride left backward—1. Kneel left and bend trunk backward.—2. Return—3, 4. Same right.

b. As a, with moving of the arms fore-upward, sideward, upward and fore-downward.

6. Repeat first exercise.

7. Repeat third exercise.

8. Repeat fifth exercise.

9. Review exercises in lying-support frontways on desks and seats, with emphasis on the stretching of the body.

Notes:

Exercises With and Without Wands or Clubs

These exercises should be taken in the yard wherever possible and whenever the weather permits. Dreary or crisp and fresh weather should not be considered a cause for discontinuing the exercising outside. The conductor of the exercises must, however, always be dressed in accordance with the weather; the pupils may be dressed somewhat lighter, but must be kept in motion continuously.

If exercising in the corridors or assembly hall becomes necessary and the construction of the building is such that running cannot be practiced, other exercises that will increase circulation and respiration quickly should be taken by the pupils before leaving the classrooms. These exercises will be found as second unit in each lesson.

Previous to going out into the yard, the pupils must provide themselves with wands or clubs, and in the yard should lay them aside at a designated place before the introductory exercises. The assignment of a definite place for the forming of the boys and girls is necessary.

It is also advisable to keep the clubs and wands in closed boxes when they are not in use; open racks or hangers are not sanitary.

Each lesson should consist of twenty-five minutes of actual exercising and playing, and three such lessons must be given each week.

FREE EXERCISES WITH AND WITHOUT THE WAND FOR THE FIFTH AND SIXTH GRADES

The pupil, on receiving the wand, immediately brings it to a vertical position on the right hand, the wand in front of the right shoulder. On the command, "Fundamental position—stand"; the same standing position is taken as in the free exercises without the wand; both hands brought smartly

back, chest arched, head back, etc. When the class is ready for the exercises with the wand the command is given: "Wand to starting position—lower, 1, 2." The starting position is then taken in the following manner: The left arm is raised quickly side-upward, the hand grasping the upper end of the wand on the count—1. The wand is brought to a horizontal position in front of the body on the count—2.

THE WAND USED AS SUPPORT FOR EXERCISES IN HANG-LYING

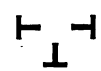
When the wand is used for this purpose it is held by two pupils while the third is executing the prescribed exercises. It then serves, to a small degree, as substitute for a gymnastic apparatus. It is advisable to use this form of exercise as the last unit of the lesson just before the game.

The pupils must be arranged according to height and strength in ranks of three throughout the lesson, in order to facilitate the transformation from the open order to the closed order necessary for the execution of the exercises in hang-lying. It is furthermore advisable to number the files.

On the command: Close ranks for exercising on one wand—march—the outer two pupils will step quickly toward and face the middle one.

Formation for ordinary wand exercises:

Formation for exercises on one wand:



After that, the two outer pupils will quickly and noiselessly lay their wands on the floor and the inner pupil will place his wand on the nearest shoulders of the outer ones, who will then grasp the wand with both hands.

In order to insure quickness of changing, numbers 1 and 2 will change places and later numbers 1 and 3 will do the same, after number 2 has had his exercise, and later after number 1 has had his.

EXERCISES IN HANG LYING

1. Hang-lying frontways with over grip and returning to erect standing posture in four movements:

   Grasp wand and bend knees—1.

   Straighten body forward, fully extended—2.

   Return—3, 4.

2. Bending and straightening of arms in hang-lying frontways in two counts:

   The hang-lying posture is always taken in two movements, if not otherwise designated.

3. Changing of grip with one hand several times in succession in hang-lying frontways:

   Change left hand from over to under grip—1.

   Return—2. Begin, 1, 2, 1, 2. Same right.

4. Changing from hang-lying frontways to hang-lying sideways with the free arm straightened downward or the hand on the hip:

   Release right hand and turn body right—1.

   Return—2. Begin, 1, 2, 1, 2. Same left.

5. Alternate changing of grip in hang-lying frontways:

   Change left hand from over to under grip—1.

   Same with right—2. Return left and right hands—3, 4.

6. Hang-lying frontways with under grip and bending of arms in the same.

7. Hang-lying frontways with upper grip and changing to elbow-hang left and right in alternation in four movements.

LESSON I.

EXERCISES WITHOUT THE WAND:

1a. Running, two minutes, at the will of the leaders, girls forming one division and the boys another.

Commands: Toward first (last, right or left) leaders—face. At will of leaders—forward—run.

Remark: Running must be executed on the balls of the feet, and the arms should be swung freely but slightly bent, forward and backward.

Breathing through the nostrils is essential while running.

On the command "To your first (or starting) positions —run," the pupils will return to the places from which they have started.

b. Dividing the class into subdivisions or ranks by ¼ wheel.

Command: Quarter wheel left (right) in fours—march.

Remark: Dividing the sections permanently into ranks of threes, fours, or fives, according to the available space and the number of children, will facilitate the handling of the class; connecting the members by "grasping hands height of shoulders" or "front chain-lock" will prove helpful in preserving straight ranks. When the pupils have acquired the ability of keeping the ranks straight without the above named means, guiding towards the wheeling leaders will suffice.

c. Opening of the ranks outward by the forward movement:

Command: Open the ranks outward, distance two steps, forward—march.

Remark: The opening is executed in successive manner, the outer files beginning.

While marching, a high chest, well poised head and a firm step must always be demanded.

2. In classroom: Squatstand with hands on desks, elbows forcibly drawn backward downward, in alternation with toestand and straightening of arms forcibly upward, executed in a moderately quick time-measure.

3. Deep breathing with raising of arms side-upward, stretching them forcibly, and lowering them side-downward.

Remark: This exercise should be taken slowly in 12 counts alternately with moderately quick and forced respiration and arm movements.

4. Hands grasped in rear: Toestand—1. Lower head forward—2. Return—3, 4.

Remark: Emphasis must be placed on the raising of the head and the drawing backward of the shoulders and chin.

EXERCISES WITH THE WAND:

5a. Bend arms upward, wand on chest—1. Twist trunk left and straighten arms forward—2. Return—3, 4. Same right.

b. Same with forward stride left (right) on the first count.

6. Squatstand, slowly, with raising of arms forward—1. Return—2.

7. Stride left forward and raise arms fore-upward—1. Lower trunk forward—2. Return—3, 4. Same right.

8. Game: Dodge ball.

The games designed for these lessons should be played in the yard or the hall.

In the event of boys and girls playing together, it is advisable to increase the diameter of the circle when the boys are throwing the ball, and to reduce the same when the girls are on the circle.

9. In classroom: Vaulting over the seat:

This exercise should be taken frequently in the classroom between recitations. Alighting on the balls of the feet with knees bent deeply should always be obtained.

Remark: Exercises 1a, b, of each lesson are designed for the exercising in the yard or hall; whereas Exercises 2a, b, should be taken in the classroom previous to the passing of the pupils for exercising into the corridors or halls of those buildings whose construction does not permit running.

Notes:

LESSON II.

1a. Running as in Lesson I, but in four divisions, the boys forming two and the girls also.

b. Marching into open order as in Lesson I.

c. Facing with and without marching.

Examples: Half left (right)—face.

Left (right)—face.

Left about (right)—face.

Left about (right) in four steps—face.

2a. In classroom: Hands grasped in rear. Quick alternate raising of the knees upward beginning with left, to the counts, 1, 2.

b. Alternate raising of the arms fore-upward with stretching, beginning with left arm, to the counts, 1, 2.

3. Deep breathing with lowering of the head backward in 12 counts.

Remark: This exercise should always be taken slowly.

4. Hands on hips: Squatstand, slowly—1.

Turn head left—2.

Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5a. Raise arms fore-upward—1. Bend trunk left—2. Return—3, 4. Same right.

b. Same with side-stride left (right) on the first count.

6. Raise left leg sideward and arms fore-upward—1. Return—2. Same right.

7a. Raise arms fore-upward—1. Bend trunk backward and bend arms, wand on chest—2. Return—3, 4.

b. Same with side-stride left (right) on the first count.

8. Simple shuttle relay race.

9. In classroom: Lying-support frontways on two desks (not on the backs of seats) arms extended and head and chest high. The body rests on hands and tips of toes. The back should be straight and stretched, and the legs fully extended. Lowering of the hips or sinking of the body between the shoulders should never be tolerated.

Notes:

LESSON III.

1a. Winding of two divisions in flank formation in sinuous or snake-like manner.

Command: Continuous counter-running toward left (right) side of the yard (hall)—or snake-like movement, beginning left—run.

b. Marching forward and backward, an indefinite number of steps, and halting on command.

Commands: Forward—march. Attention—halt.

Backward—march. Attention—halt.

2a. In classroom: Left (right) hand on desk. Raise left knee upward—1. Straighten leg backward, vigorously—2. Same right.

b. Arms to thrust: Alternate thrusting of arms upward with vigorous stretching, beginning with left arm, to the counts, 1, 2.

3. Deep breathing with raising of arms side-upward, and lowering them side-downward.

4. Raise arms fore-upward—1. Lower head backward and bend arms to strike—2. Return—3, 4.

EXERCISES WITH THE WAND:

5. Lower trunk forward and bend arms upward, wand on chest—1. Straighten arms upward—2. Return—3, 4.

6. Squatstand, slowly, and raise arms forward, wand vertically in front, left arm uppermost—1. Return—2. Same with right arm on top—3, 4.

7. Bend arms upward, wand on chest—1. Twist trunk left and straighten arms forward—2. Return—3, 4. Same right.

8. Same with forward lunge left (right) on the first count.

9a. Club relay race.

b. Poison snake.

10. Exercises with wand as support.

Hang-lying frontways with over grip and returning to erect standing position in four movements.

Example: Close ranks for exercises in hang-lying—march. Wands—ready. Grasp wand and bend knees—1. Straighten body forward, fully extended—2. Return—3, 4. Slowly—begin, 1, 2, 3, 4.

Notes:

LESSON IV.

1a. Running: Winding of the class or its divisions in flank formation in a circular manner.

Command: Circle left—forward—run.

Spiral left—run.

Remark: It is proper to have the class execute the spiral after having completed the circle. The command: Counter-run left or right will cause the class to reverse the original movement.

b. Marching sideward, left and right an indefinite number of steps and halting on command:

Example: Sideward left—march. Attention—halt.

Sideward right—march. Attention—halt.

2. In classroom: Squatstand with hands on desks in alternation with toestand and straightening of arms upward.

3. Deep breathing with lowering of head backward.

4. Hands grasped in rear: Stride left sideward to toestand—1. Lower head forward—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Side-stride left and bend arms upward, wand on chest —1. Bend trunk backward and straighten arms upward—2. Return—3, 4. Same right.

6. Place left foot sideward, bend right knee and raise arms left—1. Return—2. Same right—3, 4.

7a. Raise wand to strike behind left shoulder—1. Twist trunk right and strike horizontally right—2. Return—3, 4. Same opposite.

b. Same with sideward lunge left (right) on the first count.

8. Running or hopping races, the latter on one foot.

Remark: In all races the boys and girls should be separated and should compete in different parts of the yard.

9a. In classroom: Lying-support frontways with extended arms and alternate raising of the knees forward in the same.

b. Vaulting over the seats with ¼ turn left or right before alighting.

Notes:

LESSON V.

1a. In flank formation running with raising of feet backward in alternation with ordinary running.

Command: With raising of feet backward—forward—run. Without raising of feet—run.

b. Marching forward an indefinite number of steps, with raising of arms side-upward on the first left step and lowering them on the second, and halting on command.

Example: March forward and raise arms side-upward on the count—1, and lower them on the count—3. Begin, 1, 2, 3, 4. Halt.

2a. In classroom: Hands grasped in rear. Alternate raising of the knees upward, beginning with left, to the counts, 1, 2.

b. Alternate raising of the arms side-upward, with stretching, beginning with left to the counts, 1, 2.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Hands grasped in rear: Stride left forward: Toestand —1. Turn head left—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Raise arms fore-upward—1. Twist trunk left and lower left arm sideward—2. Return—3, 4. Same right.

6. Same with side-stride left (right) on first count.

7. Toestand and raise arms fore-upward with forceful stretching—1. Squatstand, slowly—2. Return—3, 4.

8. Lunge left forward and raise arms fore-upward—1. Bend trunk forward and swing arms downward and backward, passing left side—2. Return—3, 4. Same right.

9. Exercise in hang-lying: Have pupils assume the hang-lying posture as in Lesson III and then cause them to bend and straighten arms in this posture, to the counts, 1, 2.

   At first 3-4 flexions of the arms at one time will suffice; later 6-10 may be taken.

10. Review dodge ball and shuttle relay race.

Notes:

LESSON VI.

1a. Running with raising of knees in alternation with ordinary running.

Command: With raising of knees, forward—run.

Without raising of knees—run.

b. Marching forward in alternation with facing.

Example: Forward—march. Left about in four steps—face. Halt.

2a. In classroom: Left (right) hand on the desk: Raise left knee upward—1. Straighten leg backward—2. Begin. Same right.

b. Arms bent for thrusting. Alternate bending of trunk sideward, beginning left, combined with alternate thrusting of arms upward, beginning with right, to the counts, 1, 2.

3. Deep breathing with lowering of head backward.

4. Raise arms fore-upward—1. Lower head backward and arms sideward, palms upward—2. Return—3, 4.

EXERCISES WITH THE WAND:

5. Stride left forward and raise arms fore-upward—1. Bend trunk left and bend arms, wand on shoulders—2. Return—3, 4. Same right.

6. Place left foot sideward, bend right knee, and raise left arm sideward and right arm upward—1. Return—2. Same right—3, 4.

7. Lunge left sideward and raise arms forward—1. Bend trunk backward and raise arms upward—2. Return—3, 4. Same right.

8. Review the simple foot race as well as the club relay race.

9a. In classroom: Lying-support frontways on two desks or two seats. Changing from standing on the forepart of the foot to that on tips of toes, combined with forceful stretching of the back and lifting of the chest, to the counts, 1, 2, in slow time-measure.

b. Vaulting over the seats and alighting in squatstand with hands on the desks in front.

Notes:

LESSON VII.

1a. Running with raising of extended legs forward in alternation with ordinary running.

Command: With raising of legs forward—run.

Without (raising of legs)—run.

b. Marching sideward in alternation with facing.

Example: Sideward left—march.

Left about in four steps—face. Halt.

2. In classroom: Squatstand with hands on desks in alternation with toestand and straightening of arms upward.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Hands grasped in rear: Stride left sideward to toestand —1. Lower head forward—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Stride left sideward and raise arms fore-upward—1. Twist trunk left, bend right arm and lower left, wand obliquely in rear—2. Return—3, 4. Same right.

6. Toestand and raise left arm sideward and right upward—1. Squatstand slowly—2. Return—3, 4. Same right.

7. Lunge left forward and raise arms fore-upward—1. Lower trunk forward—2. Return—3, 4. Same right.

8. Exercise in hang-lying. Changing of grip of one hand several times in succession.

Command: Hang-lying in two movements—take.

Under grip with left hand—take. Return.

Begin, 1, 2, 1, 2. Same with right—begin.

9. Passing club overhead or basket ball between feet in several divisions in flank formation as a competitive game.

Notes:

LESSON VIII.

1a. Running with and without leg exercises and changing the exercises by direction without discontinuing the running.

Commands: With raising of knees—forward—run.

Without—run.

With raising of feet backward—run.

b. Marching preceded by facing, ¼ turn.

Example: Left face in two steps and sideward left—march. Halt.

Left face in two steps and backward—march. Halt.

2a. In the classroom: Hands grasped in rear: Alternate raising of the knees upward, beginning with left.

b. Alternate raising of the arms fore-upward, beginning with left.

3. Deep breathing with lowering of head backward.

4. Hands on hips. Squatstand—1. Turn head left—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Stride left forward and raise arms fore-upward—1. Bend trunk backward and bend arms, wand on chest —2. Return—3, 4. Same right.

6. Raise left leg backward, rise on the ball of right foot and raise arms fore-upward—1. Return—2. Same right—3, 4.

7a. Lunge left sideward and raise arms fore-upward—1. Place right hand in front of left shoulder—2. Return —3, 4. Same right.

b. Same with bending trunk opposite to the lunge on the count, 2.

8a. Broad jump from standing posture.

b. Throwing the basket ball for distance, with catching the same, executed by two divisions who are standing opposite each other.

9a. In classroom: Vaulting over the seats with ½ turn left or right before alighting.

b. Lying-support frontways with feet spread, and alternate raising of the arms sideward.

Notes:

LESSON IX.

1a. Running with and without leg exercises.

b. Marching sideward with raising of arms fore-upward on the first left (right) step and lowering them on the second left (right) step.

2a. In classroom: Left (right) hand on the desk. Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

b. Side-stride-stand and arms bent for thrusting. Alternate twisting of trunk left and right with alternate thrusting of arms forward, beginning with right, to the counts 1, 2.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Stride left sideward and raise arms fore-upward—1. Lower head backward and bend arms to strike—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Stride left sideward and raise arms fore-upward—1. Twist trunk left and lower left arm sideward—2. Return—3, 4. Same right.

6. Squatstand, slowly, and raise arms forward—1. Raise arms upward—2. Return—3, 4.

7. Lunge left forward and raise arms fore-upward—1. Bend trunk forward and swing arms downward and backward, passing left side—2. Return—3, 4. Same right

8. Exercises in hang-lying. Changing from hang-lying frontways to hang-lying sideways, with the free arm straightened sideward or the hand on the hip. Feet remain fixed.

Command: Hang-lying frontways—take.

Release right hand and turn right—1.

Return—2. Slowly, begin, 1, 2, 1, 2.

9. Review dodge ball and shuttle relay race.

Notes:

LESSON X.

1a. Running at will of the leaders.

b. Marching forward preceded by facing, ½ turns, and halting on command.

Example: Left about in four steps and forward—march. Halt.

2. In classroom: Squatstand with hands on desks in alternation with toestand and straightening of arms upward.

3. Deep breathing with lowering of head backward.

4. Hands grasped in rear. Stride left forward to toestand —1. Lower head forward—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Lunge left sideward and raise wand to strike behind left shoulder—1. Change bending of knees, twist trunk right and strike horizontally right—2. Return—3, 4. Same opposite.

6. Place left foot sideward, bend right knee, and raise right arm sideward and left upward—1. Return—2. Same right—3, 4.

7. Stride left forward and raise arms fore-upward—1. Bend trunk backward and bend arms, wand on chest —2. Return—3, 4. Same right.

8. Three deep in circles, each one composed of not more than seven couples.

9a. In classroom: Vaulting over seats into squatstand with various postures of the arms.

b. Lying-support with stretching of the back and raising of the chest in alternation with bending of the arms.

LESSON XI.

1a. Running with and without leg exercises.

b. Marching sideward preceded by facing, ½ turns, and halting on command.

Example: Left about in four steps and sideward left ——march. Halt.

2a. In classroom: Hands grasped in rear: Alternate raising of the knees upward, beginning with left knee.

b. Alternate side-upward raising of the arms, beginning with the left, with moderate sideward bending of the trunk, beginning right.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Hands grasped in rear: Stride left sideward to toe-stand—1. Turn head left—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Stride left sideward and raise arms fore-upward—1. Lower trunk forward—2. Return—3, 4. Same right.

6. Squatstand, slowly, and raise arms forward—1. Various arm movements—2. Return—3, 4.

7. Lunge left forward and raise arms fore-upward—1. Twist trunk left and lower arms left—2. Return—3, 4. Same right.

8. Bending of arms in hang-lying frontways.

9a. Broad jump from standing posture.

b. Throwing the basket ball for distance and catching the same.

LESSON XII.

1a. Running at will of leaders; describing figures while running.

b. Reviewing the various forms of marching.

2a. In classroom: Left hand on the desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

b. Side-stride-stand and arms bent for thrusting: Alternate twisting of trunk left and right with alternate thrusting of arms forward, beginning with right arm.

3. Deep breathing with lowering of head backward.

4. Stride left forward to toestand and raise arms fore-upward—1. Lower head backward and arms sideward, palms upward—2. Return—3, 4. Same right.

EXERCISES WITH THE WAND:

5. Stride left backward and raise arms fore-upward—1. Kneel left, bend trunk backward and lower arms backward downward—2. Return—3, 4. Same right.

6. Raise left leg backward and arms fore-upward—1. Lower trunk slightly forward and raise leg backward —2. Return—3, 4. Same right.

7. Lunge left sideward and raise arms fore-upward—1. Twist trunk left and place right hand in front of left shoulder—2. Return—3, 4. Same right.

8. Dodge ball and shuttle relay race.

9a. In classroom: Vaulting over seats with and without turns.

b. Lying-support with spread feet, and alternate raising of arms upward in this posture.

Exercises With and Without Clubs for Grades 7 and 8

LESSON I.

EXERCISES WITHOUT CLUBS:

1a. Running, two minutes, at the will of the leaders, girls forming one division and the boys another.

Commands: Toward first (last, right, left) leaders—face. At will of leaders—forward—run.

Remark: Running must be executed on the balls of the feet, and the arms should be swung freely but slightly bent, forward and backward. Breathing through the nostrils is essential while running.

On the command, "to your first (or starting) positions—run," the pupils will return to the places from which they have started.

b. Dividing the class into subdivisions, or ranks, by quarter wheel.

Command: Quarter wheel left (right) in fours—march.

Remark: Dividing the sections permanently into ranks of threes, fours or fives, according to the available space and the number of children, will facilitate the handling of the class; connecting the members by "grasping neighbors' hands height of shoulders," or, "front chain-lock" will prove helpful in preserving straight ranks.

When pupils have acquired the ability of keeping the ranks straight without the above named means, guiding towards the wheeling leader will suffice.

c. Opening of the ranks outward by the forward movement.

Command: Open ranks outward, distance two steps—forward—march.

Remark: The opening is executed in successive manner, the outer files beginning.

While marching, a high chest, well poised head and a firm step must always be demanded.

2. In classroom: Squatstand with hands on desks, elbows forcibly drawn backward and downward, in alternation with toestand and straightening of arms forcibly upward, executed in a moderately quick time-measure.

3. Deep breathing with raising of arms side-upward, stretching them forcibly, and lowering them side-downward.

Remark: Forced respiration should be taken slowly in 12 counts, alternately with moderately quick and forced inhalation and exhalation and arm movements.

4. Toestand and fold hands behind head—1. Lower head forward—2. Raise head against resistance of hands—3. Return—4.

EXERCISES WITH TWO CLUBS FROM THE FUNDAMENTAL POSITION:

5. Swinging of arms forward and backward with or without raising of one leg forward and placing of foot backward.

Command: Raise left leg and arms forward—1. Place left foot backward and swing arms backward—2. Begin, 1, 2, 1, 2.

6. Swinging of arms fore-upward and fore-downward and backward with or without rising on toes or lowering of trunk forward.

Command: Swing arms fore-upward—1. Swing arms fore-downward and backward and lower trunk forward—2. Begin, 1, 2, 1, 2.

7. Swinging of arms sideward left and right in form of a half circle.

8. Swinging of arms inward and outward in form of a half circle.

EXERCISES WITHOUT CLUBS:

9. Hands grasped in rear: Lunge left forward—1. Lower trunk forward—2. Return—3, 4. Same right.

10. Twist trunk left and raise arms sideward—1. Bend trunk left—2. Return—3, 4. Same right.

11. Game: Dodge ball. The simple circle as well as the progressive game may be played. See rules and explanations in the rear of this Hand Book.

When boys and girls are playing together it is advisable to handicap the boys in some way when it is their turn to throw. Increasing the diameter of the circle is one way of doing this.

12. In classroom: Vaulting over the seat, bending trunk backward over the back of the seat, and the various forms of exercises in the lying-support frontways should be taken frequently between recitations.

Remark: Exercises 1a, b, c, of each lesson are designed for the exercising in the yard or hall; whereas Exercises 2a, b, should be taken in the classrooms previous to the passing of the pupils for exercising into the corridors or halls of those buildings whose construction does not permit running.

Notes:

LESSON II.

1a. Running as in Lesson I, but in four divisions, the boys forming two and the girls also.

b. Marching into open order as in Lesson I.

c. Marching forward, halting and facing.

Example: Forward—march. Attention—halt.

Left—face.

Remark: The number of steps must not be designated beforehand. The command "Halt" must be given in a sharp manner when the left foot is stepping.

2a. In classroom: Hands grasped in rear: Quick alternate raising of the knees upward, beginning with left, to the counts, 1, 2.

b. Alternate raising of the arms fore-upward with forceful stretching, beginning with left arm to the counts, 1, 2.

3. Deep breathing with lowering of head backward.

Remark: This exercise should always be taken slowly.

4. Toestand and raise arms fore-upward—1. Turn head left and lower arms sideward, palms upward—2. Return—3, 4. Same right.

EXERCISES WITH ONE CLUB FROM THE STARTING POSITION: Hand in front of shoulder.

5. Circle left (right) arm forward—begin, 1, 2.

Remark: The club passes the thigh on the count, one, and the opposite part of the circle on the count, two. The arm is fully extended throughout the exercise and is returned to the starting position on the command, "Halt."

6. Circle left (right) arm backward.

7. Circle left (right) arm left.

8. Circle left (right) arm right.

   Remark: These circles should be executed with fully extended arms and with considerable force.

9. Lunge left sideward, raise left club to strike behind left shoulder and raise right arm sideward—1. Twist trunk right and strike horizontally right—2. Return —3, 4. Same opposite.

EXERCISES WITHOUT CLUBS:

10. Stride left sideward and raise arms fore-upward—1. Bend trunk backward and arms to strike—2. Return—3, 4. Same right.

    Jumping on Place: Bend knees, half way, and raise arms backward—1. Jump upward, body fully extended, and swing arms fore-upward—2. Alight in squatstand with arms forward—3. Stand erect—4.

    Remark: The counting accompanying class-jumping is an essential factor in the execution of the latter on part of the pupils. The pupils should be caused to hold postures executed on the counts, one and three, whereas the counts two and three must of necessity follow each other quickly.

    The counting of the teacher should indicate this difference in time-measure.

11. Simple Shuttle Relay Race.

12. In classroom: Lying-support frontways on two desks and alternate raising of the knees in this posture.

    Notes:

LESSON III.

1a. Running. Winding of two divisions in flank formation in sinuous or snake-like manner.

Command: Continuous counter-running toward left (right) side of the yard (hall), or snake-movement beginning left—run.

b. Marching forward and backward in open order.

Command: Forward—march. Halt. Backward—march. Halt.

2. In classroom: Left (right) hand on desk: Raise left knee upward and bend trunk forward—1.

Straighten leg backward and trunk upward—2. Same right.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Toestand and raise arms sideward—1. Lower head backward and bend arms to strike, elbows drawn downward and backward—2. Return—3, 4.

EXERCISES WITH ONE CLUB FROM THE STARTING POSITION:

5. ¾ of a circle with left arm right (or inward), and return in three counts—swing, 1, 2, 3, 1, 2, 3.

6. Same as 5 with right arm left.

7. ¾ of a circle with left arm, left (or outward), and return in three counts—swing, 1, 2, 3, 1, 2, 3.

8. Same with right arm, right.

Remark: To these exercises tipping of the club should be added as soon as feasible.

EXERCISES WITHOUT CLUBS:

9. Hands on hips: Squatstand—1. Straighten knees and bend trunk left (right) and straighten arms sideward —2. Begin—1, 2.

10. Stride left, forward, and raise arms fore-upward—1. Lower trunk forward—2. Return—3, 4. Same right.

11. Games: a. Club race. b. Poison snake.

12. In classroom: Vaulting over seats. Bending of trunk backward in sitting.

Notes:

LESSON IV.

1a. Running. Winding of the class or its divisions in a circular manner.

Command: Circle left—run. Same right.

From the circle, it is an easy matter to develop the spiral.

Command: Spiral left—run.

b. Marching forward, sideward and backward in open order, with and without halting.

Command: Forward—march. Backward—march. Halt. Sideward left—march. Sideward right—march. Halt.

Remark: In demanding of the class a change from forward to backward marching, or vice versa, the command should be given when the left foot is stepping. The right foot is then either placed forward or closed to the left before the left begins the new direction. In sideward marching the change is similar.

2. In classroom: Squatstand with hands on desks, in alternation with toestand and straightening of arms upward.

3. Deep breathing with lowering of head backward.

4. Hands grasped in rear: Stride left forward to toestand —1. Lower head forward—2. Return—3, 4. Same right.

EXERCISES WITH ONE CLUB FROM STARTING POSITION:

5. Circle left arm forward and hand-circle forward at the shoulder—1, 2. Same with right arm and hand.

6. Same as 5, but backward.

7. ¾ of a circle of both arms left (right) and return in three counts. Same with tipping of clubs in four counts.

8. Lunge left obliquely forward, raise left club behind neck to strike and right arm sideward—1. Twist trunk right, strike horizontally right with left club and move right arm backward—2. Return—3, 4. Same opposite.

EXERCISES WITHOUT CLUBS:

9. Stride left sideward and raise arms fore-upward—1. Bend trunk backward and lower arms sideward, palms upward—2. Return—3, 4. Same right.

10. Jumping forward with closed feet: Bend knees half way and raise arms backward—1. Jump forward moderately far to squat-stand with arms forward—2, 3. Stand erect—4.

    This exercise should be repeated four to six times in each lesson.

11. Running or hopping races, the latter on one foot.

    Remark: In all races the boys and girls should compete separately in different parts of the yard, unless the girls are provided with gymnasium costume.

12. In classroom: Changing from lying-support frontways to lying-support rearways with back well arched and chest raised. Both postures imply a vigorous stretching of the body. The change from one posture to the other is at first effected by means of walking on toes and later by a swing.

    Notes:

LESSON V.

1a. Running in flank formation with raising of feet backward in alternation with ordinary running.

Command: With raising of feet backward, forward—run. Without raising of the feet—run.

b. Marching forward, sideward and backward in alternation with facing and halting.

Command: Forward—march. Left face and—halt.

Sideward left—march. Left face and—halt.

2a. In classroom: Hands grasped in rear: Alternate raising of the knees upward, beginning with left, to the counts 1, 2.

b. Alternate raising of the arms side-upward, with vigorous stretching, beginning with left, to the counts, 1, 2.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Stride left sideward to toestand and raise arms sideward—1. Turn head left and palms upward—2. Return—3, 4. Same right.

EXERCISES WITH ONE AND ALSO WITH BOTH CLUBS FROM THE STARTING POSITION:

5. Circle left arm left (or outward) and hand-circle behind shoulder and head—1, 2. Same with right arm right.

6. Circle both arms left and hand-circle behind left shoulder and head—1, 2. Same right.

EXERCISES WITHOUT CLUBS:

7. Hands on hips: Lunge left sideward—1. Change bending of knees and bend trunk left—2. Return—3, 4. Same opposite.

8. In side-stride-stand: Raise arms fore-upward—1. Bend trunk forward, and lower arms forward, fingers touching the floor—2. Straighten trunk gradually, forcibly and slowly, beginning with the cervical portion and bend arms to strike—3. Slowly—begin—1, 2, 3.

9. Review Dodge Ball and Poison Snake.

10. In classroom: Vaulting over the seats with ¼ turn left or right before alighting.

Notes:

LESSON VI.

1a. Running with raising of knees in alternation with ordinary running.

Command: With raising of knees, forward—run. Without raising of knees—run.

b. Wheeling forward in closed ranks of four.

Command: Neighbors' hands height of shoulders—grasp. Quarter wheel left (right), forward—march.

Remark: Wheeling of the closed ranks must be executed before the class is opened for free exercises. While wheeling the pupils should observe the rule of guiding toward outer leader. A ¼ wheel requires as many counts as there are pupils in each rank.

2a. In classroom: Left hand on desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Begin—1, 2. Same right.

b. Arms bent for thrusting: Alternate bending of trunk sideward, beginning left, combined with alternate thrusting of arms upward, beginning with right, to the counts, 1, 2.

3. Deep breathing with lowering of the head backward.

4. Stride left sideward to toestand and raise arms fore-upward—1. Lower head backward and bend arms to strike—2. Return—3, 4. Same right.

EXERCISES WITH CLUBS FROM THE STARTING POSITION:

5. Circle arms inward and hand-circle behind shoulders and head—1, 2. Same outward.

6. Circle arms left and hand-circle behind shoulders and head—1, 2. Same right.

7. Lunge left sideward and raise both arms to strike, the left hand holds the club—1. Change knee bending, twist trunk right, strike horizontally with left arm and thrust right arm sideward—2. Return—3, 4. Same opposite.

EXERCISES WITHOUT CLUBS:

8. Stride left sideward and raise arms sideward—1. Bend trunk backward and ¾ of a circle of the arms outward —2. Return—3, 4. Same right.

9. Straddle-jump forward. Place left foot backward, bend right knee and raise arms backward—1. Straddle-jump left forward and swing arms forward to squat-stand with arms forward—2, 3. Stand erect—4. Same right.

10. Club or simple foot race or dodge ball.

11. In classroom: Lying-support frontways with feet spread sideward and alternate raising of arms sideward or upward.

Notes:

LESSON VII.

1a. Running with raising of extended legs forward in alternation with ordinary running.

b. Marching forward or sideward in alternation with facing.

Example: Forward—march. Left about in four steps—face. Halt. Sideward left—march. Left in two steps—face. Halt.

2. Squatstand with hands on desks in alternation with toestand and straightening of arms upward.

3. Deep breathing with raising of arms side-upward and lowering them side-downward.

4. Stride left forward to toestand and fold hands in rear of head—1. Lower head forward—2. Raise it against the resistance of the hands—3. Return—4. Same right.

EXERCISES WITH ONE AND ALSO TWO CLUBS FROM THE STARTING POSITION:

5. Circle left arm left (outward) and hand-circle in front of thighs—1, 2. Same with right arm, right.

6. Circle left arm right (inward) and hand-circle in front of thighs—1, 2. Same with right arm left.

7. Circle both arms left (right) and hand-circle in front of thighs—1, 2.

EXERCISES WITHOUT CLUBS:

8a. In side-stride-stand, hands on hips: Lower trunk forward and straighten arms sideward—1. Bend arms to strike—2. Return—3, 4.

b. Circling of trunk left and right.

9a. Broad-jump from standing posture.

b. Throwing the basket ball for distance and catching the same, by two divisions who are standing opposite each other.

10. In classroom: Vaulting over the seat with ½ turn left (right) before alighting.

Notes:

LESSON VIII.

1a. Running with and without leg exercises and changing the exercises by direction (command) without discontinuing the running.

Example: With raising of knees, forward—run.

Without (raising of knees, understood)—run.

With raising of feet backward—run.

b. Marching. Review wheeling in fours and take up wheeling in eight as soon as feasible.

2a. In classroom: Hands grasped in rear: Alternate raising of the knees upward, beginning left.

b. Alternate raising of the arms fore-upward, beginning with left arm.

3. Deep breathing with lowering of head backward.

4. Place left foot sideward, bend right knee and raise arms fore-upward—1. Turn head left, lower left arm sideward and bend right to strike—2. Return—3, 4. Same opposite.

EXERCISES WITH CLUBS:

5. Review circling of one arm and hand forward and backward.

6. Circle both arms forward, arms passing left side of body during the downward movement, and hand-circle at shoulders, with bent arms—1, 2. Same right.

7. Same as 6, but backward.

8. Club in right hand. Lunge left sideward and raise club to strike behind right shoulder—1. Twist trunk left and bend forward and strike obliquely downward and backward—2. Return—3, 4. Same opposite.

EXERCISES WITHOUT CLUBS:

9. Hands on hips: Lunge left forward—1. Bend trunk backward and straighten arms sideward, palms upward—2. Return—3, 4. Same right.

10. Straddle jump forward with walking start, two steps, beginning with left foot, in four counts.

11. Dodge Ball and Shuttle Relay race.

12. In classroom: Lying-support frontways on the seats with spread feet. Twisting of trunk left (right) with raising of the arm of same side, sideward or upward to the counts, 1, 2.

Notes:

LESSON IX.

1a. Running with and without leg exercises.

b. Marching. Wheeling in alternation with marching forward, an indefinite number of steps.

Example: The class is arranged in column formation obtained by counting off or successive wheeling.

Quarter wheel left and forward—march. Halt.

Half wheel left and forward—march. Halt.

2. In classroom: Left (right) hand on desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

3. Deep breathing with raising of arms side-upward.

4. In forward stride-stand: Toestand and raise arms fore upward—1. Lower head backward and place hands on shoulders, elbows drawn backward downward—2 Return—3, 4.

EXERCISES WITH CLUBS:

5a. Circle left arm outward and hand-circle behind left shoulder and in front of thighs in four counts.

b. Same with right arm right.

c. Same with both arms outward.

6. Same as 5, inward.

EXERCISES WITHOUT CLUBS:

7. Hands on hips: Squatstand—1. Straighten knees, bend trunk left (right) and straighten arms upward—2.

8. In side-stride-stand: Raise arms fore-upward—1. Bend trunk forward, arms forward, fingers touching the floor—2. Straighten trunk gradually, forcibly and slowly, beginning with the cervical portion, and bend arms to strike—3. Slowly, begin.

9. Game: Poison Snake. Three deep.

10. In classroom: Vaulting over seats with and without ¼ and ½ turns before alighting.

Notes:

LESSON X.

1a. Running at will of leaders. Figure running.

b. Marching. Wheeling in alternation with marching forward and facing.

Example: The class is arranged in column formation. Quarter wheel left and forward—march. Left about face in four steps, and forward—march.

2. In classroom: Squatstand with hands on desks in alternation with toestand and straightening of arms upward.

3. Deep breathing with lowering of head backward.

4. Place left foot sideward, bend right knee and raise arms fore-upward—1. Turn head left and lower arms sideward, palms upward and hands closed—2. Return—3, 4. Same right.

EXERCISES WITH CLUBS:

5a. Circle arms left, hand-circle behind left shoulder and in front of thighs in four counts.

b. Same right.

6a. Circle arms forward, passing left side, hand-circle at the shoulders with bent arms and hand-circle forward inside of the extended arms in three counts.

b. Same right.

7. Lunge left forward and bend arms to strike, both hands grasping the vertical club behind head—1. Lower trunk obliquely forward and strike forward—2. Return—3, 4. Same right.

Remark: Both hands grasp the neck of one club.

EXERCISES WITHOUT CLUBS:

8. Lunge sideward left and raise arms fore-upward—1. Bend trunk backward and lower arms obliquely side-downward—2. Return—3, 4. Same right.

9. Straddle-jump forward left with walking start, of two steps, and ¼ turn right. Same opposite.

10. Game: Passing of club overhead or basket ball between feet in small divisions.

11a. In classroom: Changing from lying-support frontways to lying-support rearways.

b. In lying-support frontways on seats bending and straightening of arms.

Notes:

LESSON XI.

1a. Running with leg exercises.

b. Review marching.

2a. Hands on hips: Alternate raising of the knees upward.

b. In side-stride-stand: Alternate twisting of the trunk left and right with alternate thrusting of the arms forward, beginning with right arm.

3. Deep breathing with raising of arms side-upward.

4. Hands on hips: Squatstand—1. Turn head left—2. Return—3, 4. Same right.

EXERCISES WITH CLUBS:

5a. Circle arms left, hand-circle behind left shoulder and in front of thighs in four counts.

b. Same right.

6a. Circle arms backward, passing left side, and hand-circle at the shoulders with bent arms in two counts. Same right.

EXERCISES WITHOUT CLUBS:

7. In side-stride-stand: Lower trunk forward and raise arms sideward—1. Bend arms forward, hands in front of shoulders—2. Return—3, 4.

8. In side-stride-stand with hands on hips: Circling of trunk.

9. Game: Review the various races.

10. In classroom: Vaulting over seats.

Notes:

LESSON XII.

1a. Running at will of leaders.

b. Review marching.

2. In classroom: One hand on desk: Raise left knee upward and bend trunk forward—1. Straighten leg backward and trunk upward—2. Same right.

3. Deep breathing with lowering of head backward.

4. In forward stride-stand: Raise heels, and arms sideward, palms upward—1. Lower head backward and place fingers behind neck, elbows forced backward—2. Return—3, 4.

EXERCISES WITH CLUBS FROM STARTING POSITION:

5. Review the most essential arm and hand-circles.

6. Circle arms left three times, 1-6. Lunge left sideward with arms upward, 7-8. Bend trunk left, arms sideward, 9-12. Return to starting position, 13-16. Same right.

7. Circle arms outward three times, 1-6. Lunge left forward with arms upward, 7-8. Lower trunk forward and arms sideward, 9-12. Return to starting position, 13-16. Same right.

EXERCISES WITHOUT CLUBS:

8. Squatstand with hands on hips—1. Straighten knees, bend trunk backward and lower arms sideward, palms upward—2.

9. Review the most essential games, also broad jump and throwing the basket ball for distance.

10. In classroom: Review exercises in lying-support.

Notes:

Games and Plays for All Grades

Play is an essential branch of a child's physical education; no course of physical training is complete without it. The free activity, spontaneous reaction, and the social and moral influence of games are features of it that should recommend themselves to every teacher who wishes the complete development of the child under her or his care. All grades of children should play; not only the little ones.

But in the words of Mero, in the American Playground: "There are plays and there are plays. There is play that grows like a weed and never gets beyond the weed state; and there is play that has careful cultivation, so that it becomes a useful plant. The latter kind is required to accomplish results worthy of the effort expended." The games that follow in this book will, if executed under proper conditions of supervision and place, reduce the weedy variety of games to a minimum.

For the lower grades, one of the most enjoyable forms of play is the song play, whereof several are inserted. It is well adapted for children of the primary grades. The activities which it employs are mostly the simple play activities which depend for their interest upon the movement which they afford. The joy of mere movement is a characteristic of the small child, while the singing added to such activities gives further pleasure. The joy of rhythmic motion which in later life is the source of pleasure in dancing, gives the pleasure which children get out of these song plays. Further, be it said, that whereas, in comparatively few active or gymnastic games all children are active at the same time, there is, in the song play, opportunity for every child to participate at the same time. If the child cannot take part in the actual activity, he can, at least, take part in the singing.

Something has already been said of the existence of unwholesome play. Beneficial play can only be a certainty when it is supervised. Effective supervision demands teaching. In teaching these games, gymnastic as well as song

plays, it is important to bear in mind that only those who understand the child's nature and attitude toward play and in particular its attitude toward supervised play can teach games. Plays, song plays, and games require good and careful teaching to make them afford real joy, and make them enter into the child's life.

Above all, *all* children should play. Through encouragement, not through force or promises, should the child be enticed to partake of healthful play. Through force "the purpose of play for recreation is lost. When forced, play becomes work." (*Stoneroad.*)

Games

GRADES ONE AND TWO.

1. Cat and Mouse.
2. Fox and Gardener.
3. Tommy Tiddler's Ground.
4. Come Along.
5. Beat Me.
6. Short Races.

CAT AND MOUSE

Object of game: The *mouse* attempts to save itself from being caught by the "*cat,*" by running into its hole.

Number of players: Not more than twelve to sixteen should be in one circle.

Grounds: The playground, yard or hall.

Game: The players form a circle with hands grasped. One of the players is chosen to go into the ring and is the mouse. Another is the cat and stands outside. The cat chases the mouse. The mouse dodges under the arms of those in the ring. Those in the ring prevent the cat from passing. If it takes too long, the players in the ring lower their hands by the direction of the teacher. When the mouse is caught a new cat and mouse are chosen.

Rules: (1) The cat cannot force the hands of those in the ring apart.

(2) The mouse must not be checked by players in the ring.

(3) The cat must not be allowed to pass unhindered unless the word is given to lower hands.

FOX AND GARDENER.

Object: The *Gardener* attempts to catch the *"Fox,"* who saves himself by winding in and out among the players in the ring.

Number: No more than twelve or sixteen in one ring.

Grounds: The playground, yard or hall.

Game: Form a ring with hands lowered. Choose one player for the "Fox" who goes inside and another for the "Gardener" to go outside. The Gardener asks: "Who is in my garden?"

The Fox answers: "The Fox."

Gardener: "What are you doing in my garden?"

Fox: "Taking grapes."

Gardener: "I'll catch you."

Fox: "No you won't."

The fox then runs away while the gardener chases. The gardener must follow the fox exactly where he runs. If the gardener runs the wrong way, the fox wins. If the gardener catches the fox the gardener wins.

Rules: (1) The gardener must follow exactly where the Fox runs.

(2) None in the circle may move from their place to confuse the gardener.

(3) The Fox must stay in or near the circle.

(4) The runners may not grasp the clothing or person of anyone in the ring.

TOMMY TIDDLER'S GROUND.

Object: For each one to avoid being tagged by Tommy Tiddler while on his ground.

Number of players: Any number, but not too many; sixteen is a good maximum.

Grounds: A level ground with a straight line across; on one side of which is Tommy Tiddler's ground.

Game: On one side of the line stands Tommy Tiddler, on the other the rest of the players. The players come into Tommy Tiddler's ground and say in a teasing way: "I'm on Tommy Tiddler's land, taking gold and silver sand." Tommy Tiddler chases them back over the line. If he catches anyone on his ground with one foot or two the one caught becomes Tommy Tiddler. It can also be played that the one caught is out of the game, or must help Tommy Tiddler catch.

Rules: (1) Tommy Tiddler must stay on his own side of the line.

(2) No one can be caught when not in Tommy Tiddler's ground.

COME ALONG.

Object: To see which one of two people can get around the circle first.

Number of players: Enough to make a good circle; not more than sixteen.

Grounds: Any playground; free, open ground.

Game: The players form a circle. One player is chosen as tagger. This one runs around the outside of the circle and tags whomever he pleases. The tagged and the tagger run in the same direction around the circle to see who can come back to the place of the tagged first. The one who comes last becomes the tagger. This game can be varied in many ways. The runners can run in opposite directions. (Beat me.) In "Beat Me" they can perform any greeting when they meet. In either "Come Along" or "Beat Me" they can hop, skip, or use any other form of progression.

Rules: (1) Run around the outside and not across the inside of the circle.

(2) In "Beat Me" pass to the right in passing each other.

Remark: This same game can be made interesting for older pupils by arranging them in twos, threes, or fours in flank circle formation. In this form one must tag the other before the pursuing begins.

SHORT RACES.

Racing is a popular sport with old and young. When a large number of pupils must be employed, as is the case on the playground or in the school yard during recess, it is advisable to arrange the children in heats of 6, 8, 10 or 12. The pupils should be started from a perceptible mark, object or line, with a distance of at least two steps between them. Have them place one foot with the toes on the line and the other foot back of the same. If the starting point is a fence, have the pupils start with one hand on the fence. The signal for starting may be: "Get ready—Go." Instead of the word "Go" some other signal, as clapping of hands or anything that will make a sharp, quick noise, may be used. No one may start before the signal is given. Vary the races by letting the children hop on one or both feet half of or the whole distance, walking or running with grasping of ankles, etc. The one who crosses the finish line first, wins. It is interesting to have the winners of the various heats run a final heat.

GAMES FOR GRADES III AND IV.

1. Black and White.
2. Fox and Gander.
3. Charley Over the Water.
4. Three Deep.
5. Slap Jack.
6. Center Stride Ball.
7. Botany Bay.
8. Races (short.)

BLACK AND WHITE.

Object: To perceive the color and run away. The slow ones to perceive will be caught.

Number of players: Enough to form two good lines; from six upward. In fact even two can play it, but interest is added by more.

Grounds: A level, open space. Two lines are drawn parallel and about five feet apart, down the center of the field. At some distance from these lines and parallel to and equidistant from them, draw two more lines, one on each side of the field.

Game: By choosing, the players are divided into two parties. They stand on the two center lines, with one foot on the line. The players must face each other. One side is "Black", the other side is "White." A disk or block of wood, white on one side and black on the other, is thrown into the air. As it lands the players watch which side comes up. If black is uppermost, the "Blacks" run away and try to cross their goal line (the end line on their side of the field) before the "Whites" can catch or tag them.

To add interest to the game, keep score and compare the number of tagged pupils of both sides at the close of the game.

Rules: (1) Both feet or only the forward foot may be on the line.

(2) The one tossing up the block may not call out the color that turns up.

(3) No one is caught who has crossed the goal line.

This game may be changed somewhat, by having the pupils of the opposing lines stand back to back, and the tosser call the color.

FOX AND GANDER.

Object: The Gander must try to keep the last one of the Geese from being tagged.

Number: About five to eight. If there are more, make groups.

Grounds: Any level, unobstructed space.

Game: One player is chosen the Fox, another the Gander. The rest of the players line themselves one back of the other behind the gander with their arms about the waist or hands firmly grasping the shoulders of the one in front. The Fox attempts to tag the last one of the Geese. The Gander prevents this by stepping between the Fox and his charges. When the last goose has been tagged, that goose becomes Fox and the Fox becomes Gander.

Rules: (1) The Gander may not grasp hold of the Fox, but may hold out his arms or in any other way protect the Geese.

(2) If the line breaks, the Fox cannot tag anyone. The one who allows the line to break, takes the place behind the Gander.

CHARLEY OVER THE WATER.

Object: For the tagger to tag someone before the player has a chance to stoop.

Number: Enough to make a good circle.

Grounds: A level, unobstructed space.

Game: Form a circle with hands grasped and place Charley in the ring. Those in the ring, sing:

"Charley over the water,
Charley over the sea,
Charley catch a blackbird,
Can't catch me."

Charley then tries to tag one before he can come to a squatstand. Anyone caught becomes Charley.

Rules: (1) No one may remain in the squatstand all the time.

(2) Charley cannot pull anyone up and then tag him.

THREE DEEP.

Object: To avoid being tagged by stepping in front of someone.

Number: Sixteen or more; an even number.

Grounds: A level, unobstructed field, yard or hall.

Game: Form a circle. Let every other one then step in front of his neighbor on the right. One couple is taken out, of which one is the tagger and the other the runner. The tagger tries to tag the runner. When the runner sees himself threatened, he steps in front of a couple in the ring. The last one of the couple becomes the runner. If the runner is tagged he becomes tagger.

Rules: (1) No one may cross the circle or even in front of a couple.

(2) No runner should take hold of anyone in the ring in order to help him run around the curve.

(3) Tag lightly.

SLAP JACK.

Object: To see which two of three people can run around the circle fastest.

Number: An uneven number of 11 or more, up to about seventeen.

Grounds: Level, unobstructed field.

Game: Form a circle and then let every other one step in front of his neighbor on the right. The odd member is the tagger. He runs around the circle and tags someone who in turn tags the one in front of him. The tagger runs around one way, and the two tagged around the other. The two who come to the vacant place first, hold it, while the other one becomes tagger.

Rules: (1) Tagging should be done lightly and with the flat hand.

(2) Do not pass through the circle; go on the outside.

(3) Do not take hold of anyone in the ring to help in running around the curve.

CENTER STRIDE BALL.

Object: One in the center of the ring tries to send a basket ball to the outside of the ring.

Number: Any number that will make a fair-sized circle.

Ground: A level, unobstructed space.

Game: Form a circle. Each one stand with legs in stride position so that the feet touch those of the neighbor. One player is chosen to go into the center. By batting the ball with his hands, the center player tries to force the ball to the outside of the ring. Those in the ring prevent this by using their hands only. When the ball goes out, the one between whose legs it goes or to whose right if it goes out between two players, becomes the center man.

Rules: (1) The ball may not be kicked.

(2) The ball may not fly out higher than the heads of the players.

BOTANY BAY.

Object: To guess what Tradesman a party of the game is imitating.

Number: Any number.

Grounds: A level space. Mark a straight line on each end.

Game: The players are divided into two parties, one party on each end, which is their goal. One party starts the game by choosing the movements of some trade. They then go to the players at the other goal and say:

"Here are some men from Botany Bay
Got any work to give us today?"

The other side ask: "What can you do?" Hereupon the men from Botany Bay show their trade. The other side tries to guess. If any one guesses correctly, the men from Botany Bay run off and the other side tries to catch some of them, before they can cross their goal line. Those caught must help the side that caught them. The guessing side then become the "Men from Botany Bay." The side that gets all those from the other side, wins.

Rules: (1) The side that guesses may not step over their goal line until they have guessed correctly.

(2) The Men from Botany Bay must come at least within five or six feet of the rest.

(3) In catching, the clothes should not be grasped; tagging will suffice.

RACES.

The races for Third and Fourth Grades may be somewhat longer than those of Grades One and Two. Unless the distance is very short, the run should not be taken more than twice at the most during one period of time. As in the first two grades, freak races may be frequently interspersed.

GAMES FOR THE UPPER GRADES.

1. Pom Pom Pull Away.
2. Chinese Wall.
3. Last Couple Out.
4. Poison.
5. Three Deep.
6. Red Lion Out the Den.
7. Battle Ball (with or without clubs).
8. Dodge Ball.
9. Broad Jump and Races

POM POM PULL AWAY.

Object: To pass the tagger without being caught.

Number: Any number.

Grounds: A level, unobstructed space. Mark a goal line on each end.

Game: One player, the catcher, stands in the middle between the goal lines. The rest go behind one of the goal lines. The catcher shouts: "Pom Pom Pull Away," whereupon the rest are obliged to leave their goal and run to the opposite goal. Whomever the catcher tags three times is caught and must help tag.

Rules: (1) Behind the goal lines is safe.

(2) On the cry "Pom Pom Pull Away" every one must run.

(3) No one is allowed to run back to the goal he came from.

(4) Taggers must not hold to clothing in catching.

CHINESE WALL.

This game is a variation of Pom Pom Pull Away. The catchers have a definite narrow strip across the center of the field within which they may tag. If they go outside they cannot tag. This space is marked definitely.

Rules: Taggers must stay in their own strip. Otherwise same as previous game.

LAST COUPLE OUT.

Object: For the tagger to catch one member of a couple.

Number: Any uneven number, larger than seven.

Grounds: A level, unobstructed space.

Game: The players form couples. The pairs stand one back of the other in a column of twos. The odd player is tagger and stands in front of the column. The tagger calls: "Last Couple Out," and claps his hands three times. The last couple in the column separates and runs forward, one member on each side of the column and then tries to grasp hands after both have passed the tagger. The tagger tries to catch one of the two before they succeed in joining hands. The one whom he catches becomes tagger, while the other becomes his partner. The couple then takes its station at the head of the column behind the tagger. If the runners succeed in re-grasping hands, they become the first couple and the tagger remains tagger.

Rules: (1) Runners must run forward and not too far from the column.

(2) After the runners have passed the tagger they can employ any means to avoid being caught.

(3) Tagging is sufficient and equivalent to being caught.

POISON.

Object: To avoid touching an object which others are trying to make you touch.

Number: Groups of about five to ten players.

Grounds: A level space.

Apparatus: Clubs or billets of wood that will stand on end.

Game: The clubs or billets are set up 3 or 4 to each group and far enough apart for anyone to step between easily; preferably in a square. The players in small groups form circles by grasping hands. Each one is now to try to make the rest knock over the clubs and at the same time keep

from knocking them over himself. Who knocks over a club is out; the last one of a group wins.

Rules: (1) Unnecessary roughness, as tripping, is not allowed.

(2) Letting go of hands to avoid knocking over a club is not fair.

THREE DEEP.

See "Games for Grades Three and Four."

RED LION OUT OF YOUR DEN.

Object: (1) To avoid being caught or tagged by the Red Lion or his line.

(2) To break the line and send it back into the den, without being tagged.

Number: Any number.

Grounds: A level, unobstructed field. A goal is marked in one corner.

Game: One player is the "Red Lion" and goes into the goal, or den. The rest of the players call out: "Red Lion Out of Your Den." The Red Lion clasps hands and comes out. With hands clasped, he tries to tag someone. If he unclasps his hands, he is driven back into his den by the rest, by beating him with caps or handkerchiefs. Anyone tagged is driven into the den in the same way. One victim is all he is entitled to at a time. Now both grasp hands and as the players outside the den call as before, they come out. Either can tag. The tagged is again driven in or the line if it is broken. This keeps on until all are caught. Those not of the "Red Lion's" party may not enter the den on pain of being considered caught.

Rules: (1) The Red Lion cannot tag unless his hands are clasped.

(2) Players can only break the line from the front.

(3) The line or "Red Lion" is free from beating as long as their hands are grasped.

(4) Anyone entering the den who has not yet been caught, is caught by that act.

(5) A tag is all that is necessary to be caught.

BATTLE BALL.

Object: (1) To throw a basket ball across the opponents' goal and to hit over their clubs.

Number: Any number from five upward on a side.

Apparatus: A basket ball, two clubs to each player on the line.

Grounds: A level field with a goal line on such end and a center line down the middle parallel to goal lines.

Game: Two sides are chosen. One party takes one field; the other the other. On the goal lines the clubs are set up in pairs, four pairs to each side, the pairs equidistant from each other, the clubs of a pair about two feet apart. Players are set to guard them, one player to a pair of clubs. The rest are to play forward. A score is made when the ball is thrown over a goal of the opponents at a height lower than the shoulders. This counts one point. If a club is thrown over by the ball, it scores three points.

Rules: (1) No one may step over the center line.

(2) The ball must be thrown from where it is picked up. No walking to the center line allowed.

(3) A ball completely over the end line is scored.

(4) A ball that goes too high is thrown into the field again at the point where it went out.

Penalties: For stepping over the center line or for walking with the ball, a free throw is given. A Free Throw is one which the forwards cannot stop and which counts a point if it is thrown across goal. This game can be played very well without the clubs.

DODGE BALL.

Object: To dodge the basket ball when it is thrown.

Number: Any number.

Grounds: Level field or space with a large ring, twenty to thirty feet in diameter, marked on it.

Apparatus: Basket ball, not blown up hard.

Game: One-half of the players stand on the ring, the other half goes inside. Those on the ring throw the ball at

those in the center who avoid being hit in any way they can. Anyone hit goes out.

Rules: (1) The ball must be thrown from outside the ring and not from within.

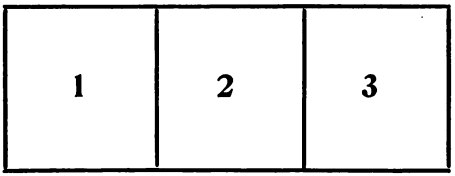
(2) The dodgers must remain in the circle until hit.

It is advisable not to allow a throw higher than the shoulders. If time presses for playing, let each side throw for half the time and see which side has the largest number of players unhit in the circle at the end of their period; or let those of the dodgers who were hit join the throwers on the circle.

PROGRESSIVE DODGE-BALL.

Divide the players into three equal teams. Lay out the field into three parts so that the sections on the ends shall be equal and the center section a square.

THE FIELD.



Equipment: A basket ball.

The game: One of the teams is in the center field, while the two others are in the end fields. Each team is confined to its own field.

The center players play against the two end teams while the two end teams, jointly, play against the center team.

The object of the game is as follows: The ball is thrown with the intention of hitting an opponent. The opponent tries to avoid (by dodging or otherwise), being hit by the ball before it touches the ground and in turn gets the ball and returns it with the same intention. A *hit* is made when the player is struck by the ball if the ball does not previously touch the ground.

Note: There are two methods of playing after a player is hit: (1) either the player steps out of the game and the

point is scored; or (2) the struck player stays in the game and the point only is scored. The latter way is preferable.

Each of the three teams plays in each one of the three fields in succession to complete a whole game.

The *time* is divided into three equal parts and the teams change fields at the end of each third.

Scoring: A point is scored when a player makes a fair hit (one that strikes the player before it touches the ground).

Fouls: Stepping into the opponent's field.

Penalties: When a foul is made, the team fouled against gets the ball.

VARIOUS FORMS OF PASSING AND INTERCEPTING THE BASKETBALL IN CIRCLE FORMATION.

Pass-ball with one, two or three runners is an appropriate name for this game; the boys call it "snatch-ball."

1. Sixteen to twenty pupils are arranged in an open, front circle with a distance of two steps between the members. A basketball is given to a member of the circle and a runner stands outside of the circle and to the right of the pupil holding the ball. On the signal the ball is passed quickly to the left from pupil to pupil while the runner tries to catch or intercept the ball or touch a pupil when he is holding it. If the runner succeeds in touching the pupil who is holding the ball the latter takes his place; if the runner catches or intercepts the ball the last thrower takes his place. After a change the former runner always starts passing the ball anew.

   Skipping a pupil in the passing of the ball is penalized by having the thrower become runner.

2. The difference between this form and the former is that two runners play outside of the circle, that the ball may be passed right and left and that one pupil may be skipped in the passing of the ball.

3. This game is similar to the second form with this difference—that a third runner plays inside of the circle and the ball may be thrown in any direction in order to keep it out of the reach of the runners; any number of pupils may be skipped in the passing of the ball.

4. *Pass-ball in a circle of couples whose members are opponents.* Eight couples will suffice in one circle; the distance between couples should be about three paces. The object of the game is to pass a basketball from member to member of the same team, in the same direction, as long as possible.

Playing of the couples as much as possible on their imaginary places will produce an orderly game, and tying a handkerchief around the arm of each of the members of one team will help in discerning the teams and will facilitate team play.

Should the ball pass to the inside or outside of the circle the opponent of the player for whom it was intended will get the ball and continue the play. The ball may be thrown, rolled, or bounced.

Tearing or striking the ball out of the hands of a player or holding or tripping a player are foul plays and are penalized by surrendering the ball to the opponent.

The game can be made more interesting by setting a premium on the successful passing of the ball to a certain number of players of the same team, for example: Passing the ball once around the entire circle, from couple to couple is worth 5 points.

CAPTAIN BALL.

The field is an oblong, 30 by 60 feet, divided into two equally large squares.

Ten players form a team. They are divided into five basemen and five guards. The positions of the players should be changed often so as to promote general skill. Their positions are shown in the diagram. The bases are two feet square or two feet in diameter; the forward bases must be at least seven feet from the center line.

The object of the game is to get the ball, a basket ball, successively into the hands of one or two basemen and the captain of the same side. When the ball has reached the hands of the captain it must be tossed up again in the center between two opposing guards holding the same positions.

The duration of the game should be 10-15 minutes.

The game is in charge of an umpire, who calls fouls, directs the game in general and keeps time. At the beginning of the game he tosses the ball up between two guards holding the same positions. Points are made as follows:

1. If one baseman passes the ball to another baseman of his own side, without the ball touching the floor or wall, it counts one point. This may be repeated *once*, after that the baseman *must* try for the captain.

2. If a baseman passes the ball in a fair manner to the captain, it counts two points.

3. If the ball is passed from one baseman to another of the same side and then to the captain, it counts three points.

If the ball immediately after the toss-up gets into the hands of a captain it does not count; his pass to a baseman does however count one point.

More than one guard cannot guard a baseman or a captain.

Foul plays are:

1. Carrying the ball in the play-field.

2. Tearing or striking the ball out of the opponent's hands.

3. Holding, pushing, striking, or tripping an opponent.

4. Baseman getting out of the box or base with both feet simultaneously.

5. Guard stepping into or straddling a base, or stepping over the center line.

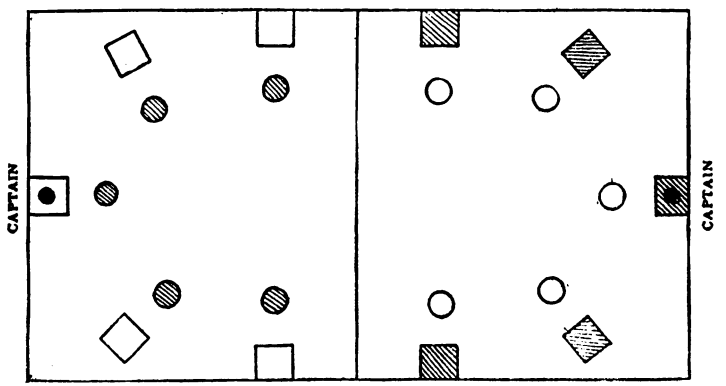
6. Putting the ball into play when out of bounds by throwing it into the play-field.

   If the ball flies or rolls out of bounds the nearest guard must get it, return to his place and then put the ball into play again.

   If two opponents hold the ball, it is tossed up between them.

   The penalty on a foul play is a free throw. A free throw is a throw by a baseman without interference on the part of his guard.

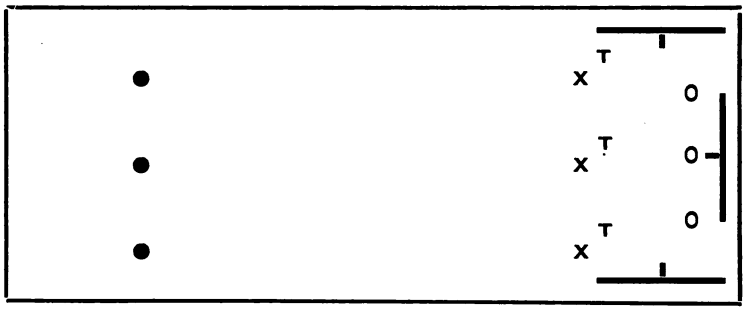
   Examples: If a guard makes a foul play, his baseman gets a free throw; if a baseman makes a foul play, his guard gets a free throw.



The shaded positions are occupied by one team and the unshaded by the other. Name your teams the "Reds" and the "Blues," or any other colors, as it simplifies matters.

VARIOUS FORMS OF FOOTBALL RELAY RACE.

1. *The Simple Pass:* Playfield and disposition of players:



▬▬	Teams.
X	Center.
T	Quarterback.
O	Halfback.
●	Object around which the runner must pass on his way back to his starting place.

The Game:

Upon a signal Center passes the ball, a basketball or an indoor football, in regular football style to the Quarterback; at the same time the Halfback, standing 10-15 feet behind the first named players, starts to run forward toward the other end of the hall and receives the ball from the Quarterback while passing. After having passed around the turning point he returns the ball to the new Center. The old Center then becomes quarterback and the old Quarterback becomes Halfback. This change must take place while the original Halfback is running with the ball in order to insure an uninterrupted continuation of the race.

The team finishing first wins the race.

2. *The Forward Pass:*

This game is similar to the first form. The difference is that the Quarterback takes the place of the Halfback, and that the latter stands between Center and the former. Upon

the signal Center snaps the ball to Quarterback and the Halfback starts to run for the other end of the hall; while running, he must catch the Forward Pass from the Quarterback and proceed as in the first game.

3. *The Punt:*

This form of the game is identical with that under 2, with this difference that the Quarterback passes the ball to the Halfback by a moderately delivered punt.

RECREATIVE GAMES FOR THE PUPILS IN THE CLASSROOM DURING INCLEMENT WEATHER.

The classroom is really not the proper place for motion-games, but if the condition of the room is sanitary and the aisles are wide enough to permit moving up and down without danger, then short recreative games are permissible when the regular recesses must of necessity be omitted.

COMPETITIVE FORMS FOR THE LOWER GRADES.

1. Running race down and up the aisles from the first row of desks to the last row of seats and return, executed by the pupils in the cross-rows. Each set of pupils must start from and return to the first row of desks.

   Pupils who are in their seats when others are running, must be cautioned not to extend their feet or arms into the aisles.

2. Same as 1, but running one way and returning by hopping on one foot.

3. Two longitudinal rows of pupils running, hopping on one foot or skipping in hippity-hop manner around one row of desks. Turning of one of the two rows toward the rear of the room is necessary before the race. The row of pupils returning first to their seats is the victorious row.

Pupils should be urged always to run on toes, and to grasp the front and rear desks when passing around them in order to prevent falling.

4. Walking Race with Bean Bags: The arrangement and the race-course of the pupils for this race are the same as those in the Games 1 and 2. Each child has a bean bag balancing on his head while racing. Dropping the bag disqualifies the pupil. The child who first reaches the starting place with the bag on his head is the victor. The children must not run. The bags may be furnished by the pupils.

COMBATIVE FORMS FOR THE LOWER GRADES.

1. Hand pushing or pulling of the couples with both hands. On the command: "Rise for pushing" two longitudinal rows of pupils will quickly rise, face each other and if necessary, arrange themselves according to weight and strength.

Separating the sexes for these games is not always necessary in the lower grades, but it is advisable to have each couple stand at a desk, not at a seat, in order to prevent crowding one another back too far.

2. Same as 1, with only left or right hand, while the other hand assists in the struggle by pushing against the desk in rear.

3. Same as 2, on one foot.

4. As 1, 2, 3, with pulling of hands in place of pushing.

The teacher must insist on the pupils retaining the grasp after the command, "Halt," has been given. This precaution will make mishaps almost impossible.

COMPETITIVE FORMS FOR THE HIGHER GRADES.

1. Relay Race combined with solving easy problems on the rear or front blackboard.

   Example: Prerequisites: A piece of crayon on each one of the desks of the first row and a blackboard covering the rear or front wall of the room.

   The arrangement and the race-course of the pupils are the same as those of Game 1 of the competitive games for the lower grades.

   The first row of pupils will rise and turn toward the rear of the room with the chalk in hand; on the command "On your mark", "Go," they will run on toes to the blackboard, write on the same, one whole number of the denomination determined by the teacher beforehand, return to their seats and replace the chalk. Immediately after the returning of the first cross-section of pupils, the second one will jump up, grasp the chalk and add a number to the column started by the first set of pupils. The chalk must always be returned to the first row of desks.

   The last row of pupils must add the column of figures, return the chalk to its proper place and then resume their seats. The pupil finishing first, wins the race for his row.

2. In problems of multiplication, it is advisable to have all pupils do the same problem and to have it written on the board beforehand. The multiplicand must have as many places as there are pupils in one row and the multiplier should be a single number. Each pupil shall multiply one unit.

3. Eraser or Bean Bag Relay Race: The pupils are in their seats and one eraser or bean bag (the latter is preferable), is lying on each one of the desks of the front row. On the command "Go," the bags are handed, not thrown, from pupil to pupil from the front to the rear of the room. When the last pupil has received the bag he will run up the left aisle while the other pupils of his row change quickly one seat to the rear. As soon as all the pupils of one row are again seated the bag is passed as before. This passing of the bag and changing of seats are continued until all the pupils of one row have again arrived in their proper seats. The row of pupils that accomplishes this first, is the victorious one.

Song Plays for Grades 1 and 2

COME! DEAR SISTER.

Boys: 1. Come! dear Sister, dance with me,
Both my hands I give to thee.
One step here, one step there,
Turn around and 'round with care.

Girls: 2. That was really very fine,
Try again dear Brother mine.
One step here, one step there,
Turn around and 'round with care.

The children stand in two rows facing each other; if possible, boys in one row and girls in the other. If pupils stand in the aisles they can do this little play very nicely.

Action: With the first line, boys bow to the girls; girls return with a courtesy.—1-4.

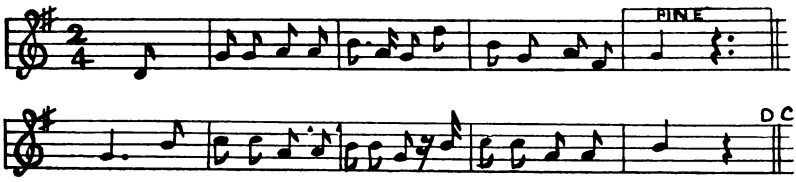
2nd line: Give both hands.—5-8.

3rd line: Take one step sideward toward front of the room, then one step sideward in opposite direction.—9-12.

4th line: Leave go of hands and one complete turn around.—13-16.

In the first stanza the boys lead the action by being first to bow and reaching out their hands to the girls. In the second, the girls lead by courtesying first and reaching out their hands to the boys.

THE FROGS.



1. The frogs are swimming in the pool,
   Quock, quock, quock, quock, quock, quock.
   They sing about the water cool,
   Quock, etc.
   Oh! look and you can see them swim,
   They paddle with a vim.
   The frogs are swimming in the pool,
   Quock, quock, quock, quock, quock, quock.

2. And now they hop from pad to pad,
   Quock, quock, quock, quock, quock, quock.
   They leap and play and are so glad,
   Quock, etc.
   They never stop to take a rest,
   And always do their best.
   The frogs they hop from pad to pad,
   Quock, etc.

3. They dive off from the bank with pride,
   Quock, etc.
   And splash the water far and wide,
   Quock, etc.
   They dive among the fishes bright,
   And scare them with delight.
   They dive off from the bank with pride,
   Quock, etc.

Arrangement of class: Any open class order. The children can play this while standing next to their own seats.

Action: The stanzas explain the action appropriate. Stanza I is swimming. Raise the arms forward as a starting position, palms together. Move arms sideward, palms down—1. Bring finger tips under the chin and elbows close to the sides—2. Straighten arms forward to starting position—3. Hold the starting position—4.

Stanza II—Starting position; bend knees and place hands on the floor. Leap forward onto the hands—1. Follow with the feet on 2. Continue during the stanza.

The boys can do the action while the girls sing and vice-versa, since it would be too strenuous to hop and sing at the same time.

Stanza III—Swing arms backward as starting position. Swing arms forward upward with palms of hands together and bend trunk forward—1. Return to the first position—2.

SEE-SAW.

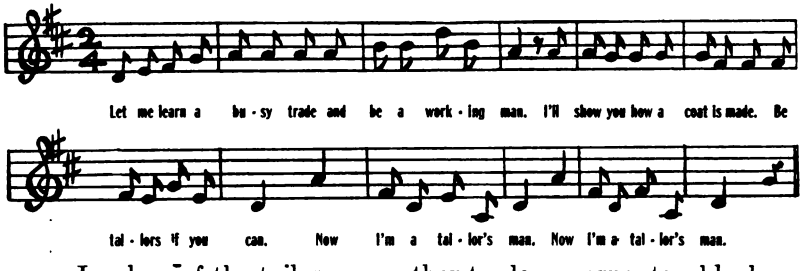
Formation: Children form partners and face each other, hands grasped.

Activity: (1) Alternately bend knees deeply and straighten with rising on toes. When one comes up, other goes down to simulate the movement of a see-saw.

(2) The working of the see-saw by someone standing on top of it can be imitated by having a third child stand between the two and jump to side-stride position and in this position bend knees alternately first left then right.

(3) Let the children raise arms sideward. The arms are the see-saw. By bending left and right sideward the see-saw can be made to go up and down.

THE WORKINGMAN.


Let me learn a bu - sy trade and be a work - ing man. I'll show you how a coat is made. Be
tai - lors if you can. Now I'm a tai - lor's man. Now I'm a tai - lor's man.

In place of the tailor some other trade as carpenter, blacksmith, shoemaker, etc., can be imitated. The children go through the activity of the trade called for by the verse.

THE BIRDS.

(1) Up, up on the sky, (2) The lit - tle birds fly, (3) Down, down in the nest, The lit - tle birds rest.
(4) With a wing on the left, (5) And a wing on the right. (6) W
let the dear bird - ies rest all the long night.

(To be hummed.)

Movement for Game:

1. Children rise on toes.
2. Take flying position.
3. Stooping position with arms lowered.
4. Straighten left arm sideward.
5. Straighten right arm sideward.
6. Resting position—still stooping, remain so during humming.

The numbers of the movements illustrating the song serve to indicate that the movements are to be executed while the words behind the corresponding numbers are being sung.

THE FARMER

1 Shall we show you how the far-mer, Shall we show you how the
2 " " " " " " " " " " " " " " "
3 " " " " " " mil-ler, " " " " " " "
4 " " " " " " bak - er, " " " " " " "

far-mer, Shall we show you how the far-mer, Sows his wheat in the field.
far-mer, " " " " " " " " " Cuts " " " " "
mil-ler, " " " " " " mil-ler, Grinds " " " to flour
bak - er, " " " " " " bak- er, Makes flour " " " bread.

Refrain.—

Look you so, so, Does the far-mer, Look you so, so, Does the farm-er,
" " " " " " " " " " " " " " " "
" " " " " " mil-ler, " " " " " " mil-ler,
" " " " " " bak -er, " " " " " " bak-er,

Look you so, so, Does the farm-er Sow his wheat in the field.
" " " " " " " " Cut " " " " "
" " " " " " mil-ler, Grind " " " to flour.
" " " " " " bak-er, Make " " " to bread.

The motions for this game are given during the singing of the refrain; 1st movement, that of sowing seed. 2nd movement, cutting the grain with a scythe. 3rd movement, that of grinding, rotary arm motion. 4th movement, that of kneading the dough.

All the children of a class may participate in the singing and the execution of the movements simultaneously.

Did you ev - er see a Las - sie, a Las sie, a Las-sie, Did you
ev-er see a Las-sie. do this way and that? Do this way and that way? Do
this way and that way? Did you ev-er see a Las-sie do this way and that?

A chosen or appointed leader illustrates an exercise of his own choice during the singing of the words: "Do this way and that," which the class imitates after the singing has ceased. If a piano is not at the disposal of the teacher, half of the class may hum the air, while the other pupils exercise.

LITTLE PLAYMATE

1 Lit-tle play mate dance with me, Both your hands now give to me.
2 Tra la la la, la la - la, Tra la la la la - la - la.
3 With your feet go tap, tap tap, With your hands go clap,clap,clap,

Point your toe, away we go, Up and down the mer - ry row
Tra la la, Tra la la, Tra la la la la - la la.
Point your toe, away we go, Up and down the mer ry row.

Class order: Class divided into two rows which face each other. In the classroom more than one set of rows can be arranged. Where space allows a double circle formation is a pleasant variation.

Activity: 1st Stanza: Partners approach each other—1-4. Grasp hands—5-8. Point foot in the direction of hopping—9-12. Hold last position—13-16.

2nd Stanza: Gallop hop sideward toward back of room—1-8. Return—9-16.

3rd Stanza: Execute actions as designated by the words—1-8. Repeat—9-16 of Stanza 1—9-16.

4th Stanza: Repeat Stanza 2.

In the circle formation the gallop hop is continuous around the circle.

HERE WE GO ROUND THE MULBERRY BUSH

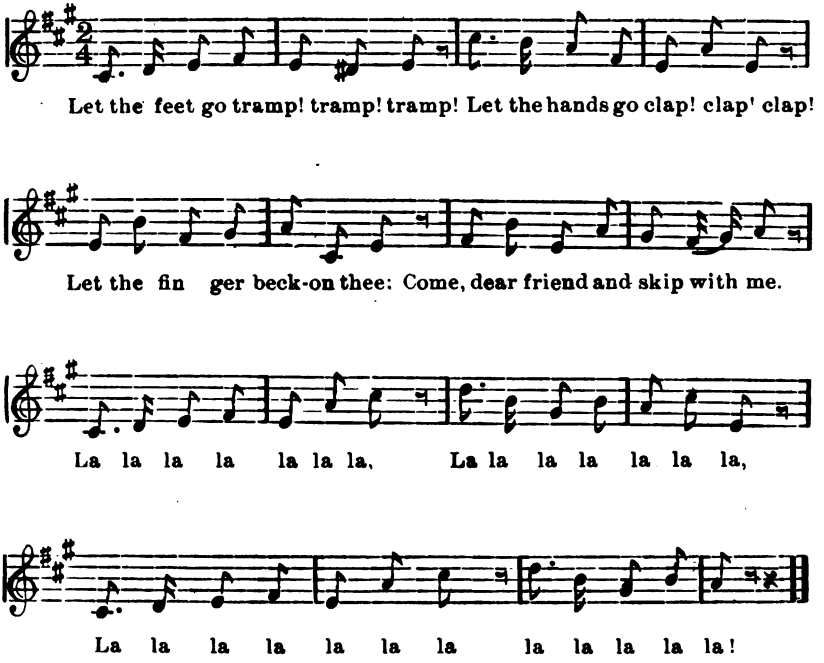
AMERICAN.

Here we go round, the mul-ber-ry bush, The mul-ber-ry bush,
the mul-ber-ry bush, Here we go round the mul-ber-ry bush,
So ear-ly in the morn-ing.

2. This is the way we wash our clothes, etc.——So early Monday morning.
3. " " " " " iron " " etc.—— " " Tuesday "
4. " " " " " mend " " etc.—— " " Wednesday "
5. " " " " " sweep the floor, etc.—— " " Thursday "
6. " " " " " bake the bread, etc.—— " " Friday "
7. " " " " " scrub the floor, etc.—— " " Saturday "
8. " " " " " go to church, etc.—— " " Sunday "

The activities indicated in the song may be executed with singing by the whole class, or one-half of the class may execute the activities while the other accompanies them with singing.

TRAMP! TRAMP! TRAMP!


Let the feet go tramp! tramp! tramp! Let the hands go clap! clap! clap!
Let the fin ger beck-on thee: Come, dear friend and skip with me.
La la la la la la la, La la la la la la la,
La la la la la la la la la la la la!

The class of children is divided into two lines, who are facing each other; these lines are again subdivided into smaller divisions.

All sing. At "Tramp! tramp!" and at "Clap! clap!" all stamp and clap. At "Finger beckons thee" the children of one side beckon to the opposite partners, who will join and dance with them.

Six Dances Arranged for the Girls of the Upper Grades

These dances may be occasionally taken in place of the introductory running in those schools where the segregation of the boys and girls during the physical exercises is possible.

SWEDISH CLAP DANCE

Arranged by Miss Edith Dunham

Formation: Column of front couples; inner hands grasped; outer on hips. No. 1 stands left; No. 2 right.

Part I. (16 measures of music.)

Polka-hop forward right and left alternately 8 times.

Heel-and-toe-polka (lowering trunk forward moderately when toe touches floor in rear.)

Part II. (16 measures of music.)

Face partner, hands on hips; No. 1, bow; No. 2, cross left foot rear and bend knees (courtesy). Both return on second count. Clap hands three times in front of chest. Repeat above.

(4 measures of music.)

Clap partner's right hand (1); clap own hands (2); clap partner's left hand (3); clap own hands (4); clap partner's right hand and a whole turn left, in four running steps. Stamp 3 times in place, beginning left.

(4 measures of music.)

Repeat. (8 measures of music.)

HIGHLAND SCHOTTISCHE

Formation: Circle of couples; distance between couples four steps; backs of hands on hips.

Part I. (8 measures of music.)

Hop on right and place left foot sideward (1); hop on right and raise left foot in front of right knee (2); hop on right and place left foot sideward (3); hop on right and raise left foot in rear of right knee (4).

(1 measure of music.)

Step left sideward (1); close right to left foot (2); step left sideward (3); hop on left and raise right foot in rear of left knee (4).

(1 measure of music.)

Repeat the above to opposite side—(2 measures of music).

Repeat all—(4 measures of music).

Part II.

Hook gracefully curved right arms upward and wheel right in three schottische steps; release arms, 1 schottische step in place with half turn right.

Hook left arms upward and circle left in 2 schottische steps; release arms and 4 alternate slide hops forward to the next partner. (8 measures of music.)

Girls to right of original partners go left; girls to left of original partners go right, and advance.

Repeat entire dance with new partner, etc.

THE OSTENDE

OSTEND.

(The music should be inserted here. III.)

Formation: Column of front couples, members connected by front chainlock.

First step, 8 counts:

Side step right, left cross step rearways, side step right, hop on right foot and raise bent left leg in front of right.

Repeat to left.

Second step, 8 counts:

Four glide hops forward, raising pendant leg backward and lowering trunk moderately forward.

Third step, 8 counts:

Repeat first step with partners facing each other and moving in opposite direction.

Fourth step, 8 counts:

With partners facing each other and right hands grasped, right wheel in four steps (a' la minuet), 2 counts to each step, hands held high.

COUPLE DANCE.

(SCHOTTISCHE TEMPO.)

Arranged by Miss Havens,

Formation: Circle of front couples. Beginning with first couple every other couple face left about, thus forming groups of fours.

I. Eight gallop glides left sideward; eight gallop glides right sideward; four gallop glides left; four gallop glides right; form ring with couple opposite and eight gallop glides in a circle left., returning to original position.

(8 measures—32 counts.)

II. In couples—four step hops backward; four step hops forward; star wheel left with the other couple in eight skipping steps and star wheel right in eight skipping steps. (Hippity-hop.)

(8 measures—32 counts.)

III. In couples—one schottische step left and right sideward left and return; four step hops in place; repeat schottische left and right sideward; four step hops forward evading right and meeting next couple.
(8 measures—32 counts.)

DANCE OF THE INDIVIDUALS.

(WALTZ TEMPO.)

Formation: Front ranks of fours in open formation. Hands at waist.

I. Rocking step left and right sideward twice, with raising of left arm to half circle on left and right arm on right step; three steps left sideward crossing in rear and point right forward, (count 3) and bend trunk right; same beginning right.
Repeat. (16 measures).

II. Rocking step left obliquely forward and right backward, twice, with raising of both arms to a circle on left and lowering them on right step; three steps forward and point (count 3) and bend trunk right; rocking step right obliquely forward and left backward with arm movements as described above; three steps backward and point left, (count 3) and bend trunk left.
Repeat. (16 measures.)

III. Swing hop left and right forward twice; three steps forward and point (count 3) and bend trunk right.
Repeat same moving backward.
Repeat. (16 measures.)

IV. Glide balance hop obliquely forward left with raising left arm obliquely foreupward; swing hop right backward with hands at waist; three steps left sideward crossing in rear and point right forward (count 3) and bend trunk right. Same right.
(16 measures.)
Repeat.

COUPLE DANCE.

6/8 Tempo.

Formation: Front ranks of fours in open formation. The members of files 1 and 2 are partners and those of files 3 and 4 are partners.

I. Hands at waist. (a) Four change steps forward and four change steps backward with raising of arms sideupward to a circle on first and lowering them in second step. Face partners; small chain beginning right in four change steps; files 3 and 2 small chain beginning left in four change steps while files 1 and 4 execute small circle outward left in four change steps.

(32 counts.)

II. Partners facing each other, arms extended sideward, hands grasped. Four gallop glides toward front of hall; four gallop glides toward rear of hall; slow *peasant courtesy* toward front of hall; cross step turn (½ turn) toward rear, thus bringing files 2 and 3 together as partners, while files 1 and 4 execute the following step alone. All repeat step. The last cross step turn bringing members around facing the front.

(32 counts.)

III. Hands at waist. Three gallop glides left sideward with swing hop right; repeat right and left; three steps turn (twirl step) right, closing with stamp.

(32 counts.)

Repeat all.

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